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ABSTRACT

This document contains teacher's materials for a six-unit secondary education vocational home economics course on personal and family health. The units cover: (1) personal health and wellness (including the decisions and other factors that influence health, principles of personal health, and stress management); (2) family health (including coping strategies for dealing with family health problems, state and local health resources, and home health emergencies); (3) home health care (including communicable diseases and alternatives to home health care); (4) contemporary health issues (including eating disorders, sexually transmitted diseases, and domestic violence); (5) world health issues; and (6) career options and adjustments (including personal characteristics needed for health careers and effective money management). Materials for each unit include a conceptual outline shown in the left-hand column of each page that corresponds to applicable learning activities and evaluation experiences in the right-hand column. Key points for content discussion and methods for developing critical thinking skills are designated. Those content areas relevant to developing basic academic skills are also marked, as are those areas relevant to developing skills within the elements common to all vocational education courses. Fifty-six teaching aids keyed to the learning and evaluation experiences are included in the document. (CML)

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FAMILY/INDIVIDUAL HEALTH

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COMPLIANCE STATEMENT

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(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

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FAMILY/INDIVIDUAL HEALTH

Family/Individual Health is one of the various curriculum guides developed for use in Vocational Home Economics Education in Texas. Guides are available for secondary education in the areas of Comprehensive and Technical Home Economics and Job Specific Home Economics (including courses designed for academically disadvantaged and handicapped students). Other guides are available for adult education and postsecondary education in home economics subject training areas.

Overview of the Guide

Each subject guide is written to the teacher and is correlated closely with the Essential Elements prescribed by the State Board of Education in Texas Administrative Code 75.50 (b), and 75.83 (a) through (x). The competencies in each guide are the essential elements and the sub-competencies are the sub-elements prescribed in the Texas Administrative Codes for Vocational Home Economics. The conceptual outline as shown in the left hand column (corresponding learning and evaluation experiences in the right hand column) relates to the sub-element of each unit. Teaching Aids keyed to the learning and evaluation experiences are located at the end of each book. Designations have been used in the content for developing skills within the Common Elements to all vocational education courses with a designation of $^{[C]}$. The application of basic/academic skills has been given a designation of $^{[B]}$. Key points for content discussion and review have been given a KEY QUESTION designation, and methods for developing critical thinking skills have been given a CRITICAL QUESTION designation.

Particular care has been taken to provide age appropriate concepts and learning activities. Teachers will need to exercise judgment, initiative, imagination, and creativity in working cooperatively with students, parents, school administrators, and local advisory council members to develop a local program that will serve the students enrolled in Vocational Home Economics Education. The subject area guides are intended to guide the content, not dictate the content.

> **Teachers should not expect to use all of the suggested experiences in one class nor feel that all are needed to teach one essential element (which includes the competency and sub-competencies). The variety of experiences included should enable teachers to select and use those teaching/learning experiences that will help students reach the objectives.**

An excellent resource for information on teaching all students is the book *Guide to Teaching*. The book addresses methods for teaching students with varying learning levels. It also provides special guidelines and information regarding the at-risk students and the disabled or handicapped students.

TAC 75.83
FAMILY/INDIVIDUAL HEALTH

(l) Family/individual health (1/2 unit) shall include the following essential elements:

- (1) Concepts and skills related to personal health and wellness. The student shall be provided opportunities to:
  - (A) analyze individual and family health decisions, influencing factors, and implications;
  - (B) outline principles of good personal health;
  - (C) describe stress, contributing factors, and effects of prolonged excess stress; and
  - (D) demonstrate stress management techniques.
- (2) Concepts and skills related to family health. The student shall be provided opportunities to:
  - (A) explain principles of family health and safety;
  - (B) determine coping strategies for dealing with family health problems;
  - (C) identify local and state health resources;
  - (D) analyze ways to meet financial needs resulting from illness or accident; and
  - (E) determine home health emergencies, typical causes, and appropriate first aid procedures.
- (3) Concepts and skills related to home health care. The student shall be provided opportunities to:
  - (A) describe methods of meeting social and psychological needs through home health care;
  - (B) explain the causes, symptoms, methods of transmission, and prevention of communicable diseases;
  - (C) describe procedures for providing home health care; and
  - (D) determine alternatives to home health care.
- (4) Concepts and skills related to contemporary health issues. The student shall be provided opportunities to:
  - (A) describe behavior symptomatic of eating disorders;
  - (B) describe causes, prevention, and consequences of sexually transmitted diseases;
  - (C) explain the effects of substance abuse on the individual and family; and
  - (D) discuss forms and causes of domestic violence.
- (5) Concepts and skills related to world health issues. The student shall be provided opportunities to:
  - (A) relate the impact of technology to individual and family health;
  - (B) identify major world health concerns; and
  - (C) describe the impact of health issues on individual, family, and the global society.

TAC 75.83
FAMILY/INDIVIDUAL HEALTH
UNIT I

COMPETENCY: (1.1) *Concepts and skills related to personal health and wellness.*

SUB-COMPETENCIES:

(A) *Analyze individual and family health decisions, influencing factors, and implications.*

(B) *Outline principles of good personal health.*

(C) *Describe stress, contributing factors, and effects of prolonged excess stress.*

(D) *Demonstrate stress management techniques.*

CONCEPTS

I. Personal health and wellness
   A. Individual and family health decisions, influencing factors, and implications
      1. Characteristics of a healthy person

LEARNING AND EVALUATION EXPERIENCES

Have students complete the following phrases on paper:
1) To me, health means....
2) I think that wellness means....
3) The difference between being healthy and being well is....
4) I feel well when....
5) I feel not so well when....
6) The most important part of wellness is....

Lead a class discussion on differing opinions regarding health and wellness.

Provide magazines and direct each student to find an illustration of someone who looks like a "picture of health." KEY QUESTIONS: What physical traits shown in the pictures indicate that the individuals are healthy? What other types of wellness are important besides physical health? What characteristics do the people in the pictures have in common? CRITICAL QUESTION: How is appearance an indicator of health?[C]

Have students complete a handout of Teaching Aid 1, Characteristics of a Healthy Person. Lead a class discussion on the characteristics. KEY QUESTIONS: Which characteristics are the easiest to obtain? to maintain? Why? Which are the most difficult to obtain? to maintain? Why? Which ones can be purchased?[B] [C]

Write the following definition of *wellness* on the chalkboard: When the whole person, mind, body, and spirit, functions at that person's greatest potential. Ask students to look up the dictionary definition of wellness and lead a class discussion comparing and

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[B] = Basic Skill Reinforcement

[C] = Common Essential Element

analyzing the definitions. KEY QUESTIONS: Can everyone achieve wellness? Why? Can a handicapped person achieve wellness? Why? Is achieving wellness a stable goal or an ongoing process? Why? Which aspect of wellness is most important? Why?[B] [C]

Divide the class into groups. Have each group choose a leader. Direct half of the groups to write classified advertisements for an emotionally healthy person and the other half of the groups to write advertisements for a mentally healthy person. Each leader should write his or her group's advertisement on the chalkboard so they can be compared. The following characteristics should be included: emotionally healthy person (gives and accepts love and affection, is responsible for own feelings and actions, gets along with other people, adapts to change, handles stress, and recognizes differences between reality and nonreality); mentally healthy person (does not blow problems out of proportion, afraid only when warranted, reasonable concern and interest in health and body, generally self-confident, and looks for causes of unhappiness). KEY QUESTION: How is physical health affected by mental and emotional health?[C]

Have students write papers evaluating their own physical, mental, and emotional health. Evaluate the papers on the basis of content and effective communication skills.[B] [C]

Lead a class discussion regarding the wellness trend in America. KEY QUESTIONS: What signs of the wellness trend are visible among friends and acquaintances? in the business world? in the health care world? in advertising?[C]

Invite a representative of a business that offers an employee wellness program to class to explain the company's program. Guide students in preparing appropriate questions prior to the speaker's arrival. KEY QUESTIONS: What are the reasons companies offer wellness programs to employees? How is wellness related to work performance? to employee morale? What is usually included in a wellness program? What percentage of employees usually participate in wellness programs? What may be added to employer-sponsored wellness programs in the future?[C]

2. Types of health decisions
   a. Personal care and professional care

Show a transparency of Teaching Aid 2, Seek Help or Not? Lead a class discussion on use of the flowchart as an aid in determining whether to seek professional help for health needs. KEY QUESTIONS: What are some examples of emergency situations? What are some examples of physical symptoms that might indicate the need for health care? (Example answers include appearance of a lump, unexplained weight gain or loss, and blood in feces or urine.)[B] [C]

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
b. Selection of professionals and services	Have students read references on choosing a physician. Lead a class discussion about the factors one should consider when selecting a doctor. KEY QUESTIONS: What factors should be considered when selecting a physician? Where can one obtain recommendations for physicians? Should the doctor's fees be a major factor to consider when choosing a doctor? Why? When should a person contact another doctor for a second opinion?[B]
	Direct each student to interview an adult friend or relative using Teaching Aid 3, Physician Selection Case Study. Have each student write a case study of the friend's or relative's choice of a physician. Allow students to share their findings in class. KEY QUESTIONS: What criteria were used by each person when choosing a physician? Were these the best criteria to use? Why? How could the decision-making process be improved?[B] [C]
	Divide the class into groups. Have each group elect a leader. Direct each group to develop a checklist for use in comparing services of dentists, counselors, and pharmacists. Provide selected references for use by groups. Students should consider items such as services offered, credentials, costs, convenience, and rapport. Have each group share its checklist with the class.[B] [C]
	Ask each student to select and prepare a written report using resource materials on a nontraditional approach to health care. Examples of nontraditional approaches to health care include acupuncture, biofeedback, faith healing, herbal medicine, psychic healing, and midwifery. Have students share information with the class. Lead a class discussion on how the previously developed checklists could apply to these choices.[B] [C]
3. Influencing factors	Have students read magazine advertisements to find products that promote health. Lead a class discussion regarding claims made in the advertisements. KEY QUESTIONS: How does advertising influence the definition of health? How does advertising influence health decisions?[B] [C]
	Define *indigent patient*. Divide the class into groups. Have them investigate medical services in the area. Have some groups investigate services for indigent patients and other groups should investigate emergency services in the area. Direct groups to present their findings in class. KEY QUESTIONS: Are the indigent patient's choices limited? How? What are the laws related to indigent patient care? What are the responsibilities of other people to indigent patients? Are emergency services available only to those who pay or who subscribe to the services? To which hospital are emergency patients taken? CRITICAL QUESTIONS: How does the ability to pay affect availability of medical services? of emergency services?[C]

Prepare index cards with one of the following phrases written on each card:

1) Number of people in the family
2) Amount of family income
3) Amount of money available (savings)
4) Expenses or debts
5) Health insurance coverage
6) Free or community services available
7) Government services available
8) Age of family members
9) Education level of the head of the family
10) Age of parents in the family
11) Marital status of the head of the household
12) Costs of health care
13) Trends in health care
14) Religious beliefs
15) Past illnesses
16) Present illnesses
17) Preventive medicine practiced at home
18) Attitudes toward medical care
19) Relationships with health care professionals
20) Access to health care services

Place the cards in a small paper bag or basket. Have each student draw a card from the bag and tell how the factor might influence an individual or family's health care decisions.[C]

4. Implications

Have students identify current and desired levels of wellness by completing Teaching Aid 4, How Do You Rate? KEY QUESTIONS: Are current and desired levels of wellness the same? If not, what can people do to make them the same?[B] [C]

Have students write reports on famous people who have overcome health obstacles. Examples include the following:

1) Helen Keller (deaf and blind)
2) Franklin D. Roosevelt (confined to a wheelchair)
3) Stevie Wonder (blind)
4) Julius Caesar (epileptic)
5) Ludwig van Beethoven (deaf)

Ask students to identify persons they know of or know personally who have overcome health obstacles. KEY QUESTIONS: Does one have to be healthy to be productive? Does one have to be healthy to be well?[B]

B. Principles of personal health
1. Self-management

Using Teaching Aid 5, Factors That Influence Health and Wellness, lead a class discussion regarding the amount of control individuals have over factors that influence health and wellness. KEY QUESTIONS: What are some biological or hereditary traits that influence health? Why do people have less control over these traits than other factors? Has human control over these biological traits increased in recent years? How? What environmental factors affect health and wellness? How can consumers exert control in dealing with health care systems? Why do people have the most control over their lifestyles? What are some examples of lifestyle decisions that affect health and wellness?[C]

Divide the class into groups to analyze the following questions regarding self-responsibility:

1) At what age does one become responsible for his or her own nutrition?
2) At what age does a person become responsible for his or her own hygiene?
3) At what age does a person become responsible for getting enough sleep?
4) At what age does one become responsible for his or her own safety?
5) At what age does one become responsible for his or her own health monitoring?

Have an elected leader from each group report the answers to the class. Lead a class discussion on the differing opinions.[C]

Define the terms *discipline*, *habits*, and *routines*. Have students complete Teaching Aid 6, Personal Health Habits. Lead a class discussion on the case studies completed on the teaching aid. KEY QUESTIONS: Were the actions the class suggested the best solutions for the case studies? Why? How could the individuals in the case studies control the situations? What are the advantages of regular routines such as bedtimes, mealtimes, planned exercise, regular grooming habits, dental checkups, and regular physical examinations? What are the disadvantages of regular routines? How can one establish and follow routines that promote good health? How can parents help children establish and follow such routines? How do routines established while young affect a person later in life?[B] [C]

Have students read resource materials from the American Cancer Society about self-monitoring for cancer. Lead a class discussion regarding the importance of early detection of cancer. KEY QUESTIONS: Who is the best judge of bodily changes that may indicate cancer? Why? What are the warning signs of cancer? If one of the signs is present, what should be done?[B]

Invite a speaker from the American Heart Association to speak to the class regarding the importance of lifestyle in keeping the heart healthy. Guide students in preparing questions prior to the speaker's arrival. KEY QUESTIONS: What lifestyle decisions affect the health of the heart? What are some guidelines for keeping the heart healthy? How are today's decisions related to future health?[C]

As an enrichment experience, ask a pharmacist to give students a tour of his or her pharmacy or to speak to the class about health monitoring equipment and kits available. Examples include blood pressure devices and blood sugar testing kits. Ask the pharmacist to lead a class discussion on the reliability and effectiveness of the monitoring equipment.[C]

2. Nutrition

Lead a class discussion regarding the five food groups. NOTE: Refer to nutrition information in *Food Science and Nutrition* from the Home Economics Curriculum Center, Texas Tech University, Lubbock, Texas. KEY QUESTIONS: How many daily servings does a teenager need from each food group? What is a balanced diet? Why is a balanced diet important?[C]

List dietary guidelines used to help people make dietary decisions. Guidelines include the following:

1) Eat a variety of foods.
2) Maintain ideal weight.
3) Avoid too much fat, saturated fat, and cholesterol.
4) Eat foods with adequate starch and fiber.
5) Avoid too much sugar.
6) Avoid too much sodium.

Lead a class discussion on ways each guideline can affect improvement of health. KEY QUESTIONS: Can food alone make one healthy? What factors other than proper nutrition can affect health?[C]

Have students keep a food diary for three days. Direct students to categorize each food item into one of the five food groups. Have students compare their daily intake of foods and beverages to the recommended number of daily servings. Lead a class discussion addressing needed changes in diets and ways to accomplish the changes.[B] [C]

Have students analyze typical fast food menus. Lead a class discussion about empty calories, fat content of fast foods, costs, alternatives, and "best buys."[B] [C]

Have students ask for nutritional information as they tour fast food establishments. Lead a class discussion about the information. KEY QUESTIONS: Why are fast food establishments concerned with nutrition? How are fast food restaurants responding to current nutrition concerns? CRITICAL QUESTIONS: Is the nutritional information provided by the fast food restaurants accurate or misleading? Why?[C]

Obtain copies of menus from several fast food establishments. Study the menus and have students select the most nutritious and healthful choices. Lead a class discussion on the advantages and disadvantages of the food choices. KEY QUESTIONS: Why were these foods selected? What makes them good choices? CRITICAL QUESTIONS: Is it possible to eat nutritiously in a fast food restaurant? How?[C]

As an FHA/HERO activity, have students prepare a display for the student body on "Fast Food Facts" using actual packages, cartons, and sacks from fast food restaurants. Provide flashcards with questions written on one side and answers listed on the other side. KEY QUESTIONS: Which fast foods have the highest caloric content? Which have the highest sodium content? Which have the most protein?[C]

Have students write explanations of their present dietary practices and how the practices relate to their future health. Evaluate the papers on the basis of content and effective communication skills.[B] [C]

As a Student Occupational Activity, have each student develop, prepare, and evaluate healthy menus for his or her family.[B] [C]

3. Exercise

Have students read and report on articles from newspapers or magazines about exercise. As each article is reported, lead a class discussion on the exercise program in terms of the suggested benefits, types of exercises, time required, effects on mental and social health, and the relationship of exercise to other aspects of living such as school, work, and family. KEY QUESTIONS: Why is adequate exercise important to maintaining physical fitness? How does physical fitness affect the way one feels about oneself? Should a doctor be consulted before one starts a vigorous exercise program? Why? Why is exercise considered a principle of good health? What are some popular exercise programs? What household tasks provide exercise opportunities? How?[B] [C]

Organize a panel of adult resource persons who were involved in sports in high school. Guide students in preparing questions for the panel. KEY QUESTIONS: What are the benefits of high school sports? Which sports skills can be used for a lifetime? When should one start an exercise program? What is the relationship between exercise and sports? Can excessive exercise be detrimental? Why?[C]

Invite an aerobic exercise instructor to speak to the class about the physical merits of aerobics. Ask the instructor to involve the class in a few simple, rhythmic routines or exercises. Ask volunteers who have participated in aerobics to assist the instructor. Point out to students that aerobic exercise classes are available not only in health clubs, but can be found in gym centers, community centers, and at some places of employment. Exercise materials are also available for home use. KEY QUESTIONS: Why do individuals like aerobic exercise classes? Does the music involved influence how people feel about exercise classes? Does the fact that people are participating in a group activity influence their attitudes about exercise classes? Is it possible to exercise too much? What are the dangers of excessive exercising? What injuries do people commonly get from aerobic exercising?[C]

As an enrichment experience, have students view portions of some videos about exercise. Lead a class discussion regarding the strengths and weaknesses of each video. Have students develop a checklist of things to look for in an exercise program. NOTE: In order to obtain videos, ask students to bring them from home and/or check them out from a library.[C]

Have students write a paper answering the following questions:

1) What is your present exercise program?
2) How will your exercise program change when you leave high school?
3) How will your exercise program change when you have a job?
4) How would your exercise program change if you were married?
5) How would your exercise program change if you were a parent?
6) What exercises might you and your family participate in together?
7) How can the exercises you participate in when young affect your health when you are older?

Evaluate the papers on the basis of content and effective communication skills.[B] [C]

As a Student Occupational Activity, have students design a personal exercise program, participate in the program for at least a month, and evaluate the program and its results. As an alternative, students could plan a program of activities for the elderly in a nursing home.[B]

4. Rest

Have students read references on the body's need for rest. Lead a class discussion on the information. KEY QUESTIONS: Why does the body need rest? How much rest is enough? How much rest is too much? How do naps affect individuals?[B] [C]

Survey the class to determine how many hours the average teenager sleeps. KEY QUESTIONS: Does everyone need the same amount of sleep? Why?[C]

Have students read resource materials on sleep patterns; then, have students list factors that affect the length and/or quality of rest.

Lead a class discussion regarding ways to improve rest. Ways to induce sleep might include the following:

1) Retire at the same time each night.
2) Wake at the same time each morning.
3) Read a book.
4) Watch a dull television show.
5) Take a warm bath.
6) Relax muscles with a few stretching exercises.
7) Exercise during the day, but not right before bedtime.
8) Try rhythmic breathing.
9) Concentrate on a single word like "one."
10) Think of something pleasant instead of worrying.
11) Avoid substances containing stimulants.
12) Avoid afternoon naps.
13) Get out of bed and do something rather than try to fall asleep.

KEY QUESTIONS: How might regular retiring and waking hours improve rest? What causes insomnia? What can one do to cure insomnia?[B] [C]

Lead a class discussion regarding health problems that cause individuals to need more rest than usual. Examples include mononucleosis, influenza, hepatitis, and rheumatic fever. Invite the school nurse to provide information to the class about the amounts of additional rest that these illnesses would require and why rest is important. Guide students in developing questions prior to the speaker's arrival.[C]

5. Hygiene

Have students study references about the importance of personal hygiene and the types of personal hygiene that a person should practice. Examples include body cleanliness, hair care, face care, care of teeth and breath, and clothing care. KEY QUESTIONS: How is hygiene related to health and wellness? How does personal hygiene affect relationships with people at work and at home?[B] [C]

Ask each student to use resources to identify personal habits or tasks that promote physical health on Teaching Aid 7, Habits and Tasks for Physical Health. KEY QUESTIONS: How can areas marked "sometimes" or "seldom" be improved? When can a plan be put into action to correct the habits or tasks marked "never"? How do personal hygiene practices affect good health?[B] [C]

Have students examine advertisements for products related to hygiene. Examples include deodorant, toothpaste, shampoo, soap, acne products, and mouthwash. CRITICAL QUESTIONS: What types of appeals are used? What are the causes of hygiene problems? Are more problems related to the wrong product or to the wrong habit? Why?[B] [C]

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Direct students to identify personal hygiene practices they consider most important. KEY QUESTIONS: Which hygiene practices are most important? Which hygiene practices are least important? How is personal hygiene related to personal appearance? How can good hygiene practices contribute to the improvement of personal appearance, self-confidence, and social acceptance? How does personal appearance indicate to others how one feels about oneself?[C]
	As an FHA/HERO activity, have students sponsor a "Posture Contest" in school. Develop criteria and a rating sheet to evaluate posture. Have students observe classmates and teachers in class, in the cafeteria, and in the hall for use of good posture. The students might elect to give a certificate to the student(s) and teacher(s) with the best posture. Lead a class discussion regarding the relationship of posture to health and wellness.[B] [C]
6. Personal safety	Divide the class into groups. Have each group elect a leader to coordinate the group work. Ask groups to identify ways individuals risk their personal safety; then, determine ways people can reduce the risks. Some examples of risks might include walking alone late at night, going out with a stranger, picking up a hitchhiker, leaving the car unlocked, or opening the door and allowing a stranger to enter your home. Have each group report their suggestions for reducing risks to personal safety to the class.[C]
	Have the class read a newspaper report about a violent crime. Lead a class discussion on how self-management or self-control might have prevented the crime.[C]
	Invite a representative from the police department to class to inform students of the need for personal safety and personal safety measures. Guide students in preparing questions prior to the speaker's arrival.[C]
7. Personal wellness	Have students review Teaching Aid 8, Steps to Wellness, to identify actions that enhance personal health and wellness.[C]
	Have each student write a "Personal Prescription for Wellness." Have students include specific ways they can improve their personal wellness. An example of how students can improve their wellness is by exercising more by parking further from school or by riding a bike to school once a week.[B] [C]
	As an FHA/HERO activity or classroom activity, have students plan a school "Wellness Week." Have students plan each day to focus on one principle of personal health. Direct students to include activities such as making banners or posters with slogans

about family health, sponsoring blood donor day, writing articles about health-related topics for the school newspaper, inviting health professionals to conduct blood pressure checks, providing information about nutritious snacks, and conducting exercise demonstrations. Have students elect one leader for each day of the "Wellness Week." Direct the leaders to plan and organize the activities for their days. Divide the students into committees to assist the leaders. At the end of the week, have each leader report on his or her day of activities.[C]

C. Stress, contributing factors, and effects of prolonged excess stress

1. Types of stress

Using resource materials, have students define *stress* and *distress*. Have students identify the differences between stress and distress and the methods of coping with each. KEY QUESTIONS: When can stress be beneficial? When can stress be bad? Can stress be eliminated? How?[B] [C]

Divide the class into groups. Have groups develop and present skits showing persons experiencing stress. After each skit, ask the audience to determine the kind of stress that was exhibited and to determine if the stress was positive or negative. NOTE: Skits demonstrating negative stress may be easier for students to identify than those skits that reflect positive stress. Provide skit ideas such as a skit including a student studying with a tutor then passing a test.[B] [C]

2. Contributing factors

Have students complete Teaching Aid 9, Teen Life-Change Event Scale. Lead a class discussion about students' reactions to the items, reasons the items are on the list, their assigned weights on the scale, and ways people could cope effectively with the stressful situations.[B] [C]

Ask students to individually complete statements such as the following:

1) I feel angry when....
2) I feel frustrated when....
3) I feel depressed when....
4) I feel resentful when....
5) I feel confused when....
6) I feel timid when....
7) I feel anxious when....
8) I feel irritated when....
9) I feel helpless when....

Tell students that they do not have to share answers in class; however, students may share if they want. Lead a class discussion to include the relationship of feelings and emotions to stress.[C]

Lead a class discussion regarding positive events that cause stress in the lives of people. KEY QUESTIONS: What events cause people to experience stress? Which identified events could be

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	called positive events? Can positive events cause the same amount of stress as negative events? Why?[C]
3. Effects of prolonged excess stress	Ask students to think of a time when they experienced prolonged stress. Have them describe their thoughts and how their body responded to the stress. KEY QUESTIONS: What are the physical signs of stress? What are the emotional signs of stress?[C] Lead a class discussion addressing news articles about teen suicide. Elicit the causes and effects of teen suicide on family and friends. KEY QUESTIONS: How is suicide related to stress? What are some warning signs of suicide? CRITICAL QUESTION: How should one react if he or she knows someone is contemplating suicide?[C] Invite the school counselor or psychologist to class to share information on increased teen suicide. Have students develop questions for the speaker prior to the class.[C] Show an audiovisual on stress management. Direct students to compile lists of symptoms of stress while viewing the audiovisual. Lead a class discussion regarding possible unseen symptoms of stress, and ways people can cope positively with stress. CRITICAL QUESTIONS: How might a person's stress affect other family members? How does stress positively affect a person's performance? What are the possible results of long-term stress?[C]
D. Stress management techniques	As a Student Occupational Activity or class activity, have students survey several persons to determine how they cope with stress. Have students develop a list of ways to cope with stress and to categorize the techniques as positive or negative ways to deal with stress. Make sure that students' categories are reviewed and that they receive a follow-up report on the work completed.[C] Assign each of the following methods of handling stress to groups of students. Have the students read resources and explain how and why the method would relieve stress. Some methods to investigate include the following: 1) Physical activity 2) Talking about concerns and worries 3) Knowing personal limits 4) Taking care of self 5) Making time for recreation 6) Crying 7) Making lists and checking off tasks 8) Quiet time Have students share findings in class. Ask students to mention other methods that permit positive stress management.[B] [C]

Play a relaxation tape, or have a resource person demonstrate or lead the class in relaxation techniques.[C]

Divide the class into groups and have each group select a role play from Teaching Aid 10, Role Plays of Stressful Situations. Ask the groups to role play a negative and then a positive way of coping with the selected situation. After the presentations, lead a class discussion about what makes stress positive or negative. KEY QUESTIONS: Was this the best way to cope with the stressful situation? Why? What coping mechanisms would have been equally or more effective? Why? Could the same stressful situation be interpreted as positive by one individual and negative by another?[C]

Identify methods for coping with stress caused by peers. KEY QUESTIONS: What do you say when a peer says "Come on, everyone else does it," or "It's not going to hurt you, just try it one time"? Is saying "no" an effective stress management technique? Why?[C]

Ask students to identify negative ways teenagers may try to cope with stress. Be sure drugs, alcohol, running away, becoming sexually involved, and contemplating suicide are mentioned. KEY QUESTIONS: Is peer pressure stressful? Why? Are these really methods of coping with stress or are they escape mechanisms?[C]

Lead a class discussion about the role of planning in managing stress. Sometimes people are under stress because their lives seem out of control. KEY QUESTIONS: How can planning activities help relieve stress? What are some examples of planning that can relieve stress? What resources are available to aid in planning?[C]

As a Student Occupational Activity or class activity, have students read articles on stress management in a popular publication, such as those indexed in the *Reader's Guide to Periodical Literature*. Have students prepare written summaries of the articles including evaluations of how feasible and effective the methods suggested would be. Lead a class discussion on the articles. Evaluate the summaries for content and effectiveness of communication skills.[B] [C]

TAC 75.83
FAMILY/INDIVIDUAL HEALTH
UNIT II

COMPETENCY: (1.2) *Concepts and skills related to family health.*

SUB-COMPETENCIES:

(A) *Explain principles of family health and safety.*

(B) *Determine coping strategies for dealing with family health problems.*

(C) *Identify local and state health resources.*

(D) *Analyze ways to meet financial needs resulting from illness or accident.*

(E) *Determine home health emergencies, typical causes, and appropriate first aid procedures.*

CONCEPTS

II. Family health
  A. Principles of family health and safety
    1. Characteristics of healthy families

LEARNING AND EVALUATION EXPERIENCES

Have students write descriptions of healthy families. Divide the class into groups and have each group develop and display a poster listing the characteristics of healthy families. Have group leaders share the groups' posters with the class. KEY QUESTIONS: Is the overall health of the family affected by the physical health of individual family members? How? Does the physical health of individual family members ensure a healthy family? Why?[B] [C]

Lead a class discussion regarding the characteristics of an emotionally healthy family. Remind students to consider characteristics such as committing to family, sharing common family goals, making adjustments and being flexible, developing closeness by spending time together, using effective communication skills, appreciating each other, and providing a strong support system. KEY QUESTIONS: Is the overall health of the family affected by the emotional health of individual family members? How?[C]

Invite a resource person such as a psychologist, a family counselor, a home economist, or a social worker to speak to the class about characteristics of healthy and unhealthy families. Guide students in preparing questions prior to the speaker's arrival.[C]

[B] = Basic Skill Reinforcement

[C] = Common Essential Element

2. Developmental health in the family

Divide the class into groups representing children from birth through age five, ages six through ten, ages eleven through fourteen, and ages fifteen through eighteen. Ask the groups to identify and discuss the physical care parents provide for children in the different age groups. Have each group elect a leader to share group ideas with the class. KEY QUESTIONS: How does physical care contribute to good physical health? What resources does the family use to help meet physical needs? How does physical care of children change over the years? How do common household tasks such as food preparation, clothing care, and care of the home affect physical well-being?[C]

Lead students to brainstorm for a list of emotional and mental needs such as the need for mental activity, the need to love and be loved, the need to feel worthwhile, and the need to believe in something. Lead a class discussion on ways people attain and use knowledge through mental development. Explain various differences in the emotions of children, teenagers, and adults. KEY QUESTIONS: How do families provide opportunities for learning? How do families reinforce the mental development of their family members? How do families encourage development of decision-making skills among family members? How do families encourage children to learn to take responsibility for their decisions?[C]

Lead students to brainstorm for a list of the ways parents, other adults, and siblings contribute to the mental health of family members. KEY QUESTIONS: How do families provide emotional rewards, reinforcement, love, and acceptance? How can families aid in the acceptance of personal and family triumphs and crises? How do families require and instill loyalty in their family members and in the family itself? How does loyalty relate to emotional development? What evidence can you give of your need for mental activity? How can healthy emotions be encouraged among family members? How can the family promote mental health?[C]

Have students read selected resources on ways the family meets the mental, social, and emotional health needs of its members. CRITICAL QUESTIONS: How do parents contribute to the mental, social, and emotional health of their children? How do siblings contribute to each other's mental, social, and emotional health? How can mental activity be encouraged in the family? How can emotional and social health be encouraged in the family?[B] [C]

Have students write essays describing how families should meet the mental, social, and emotional health needs of the family members. Evaluate the papers on the basis of content and effective communication skills.[B] [C]

Show Teaching Aid 11, The Family Life Cycle. Lead a class discussion on the health needs of family members during different stages of the family life cycle. Point out that health is always an important consideration for the family, but the tasks or specific concerns change as the family stages change.[C]

Lead a class discussion regarding the health records that a family should keep. These health records should include the following:

1) Birth certificates
2) Immunization records showing doctors and dates of vaccinations, inoculations, boosters, and tuberculin tests
3) Medical records showing major illnesses and dates illnesses occurred
4) Allergy records showing allergies, medications, doctors, and dates
5) Medical visitation records showing doctors' names, dates visited, and reasons for visits
6) Dental visitation records showing name of dentists, dates visited, and reasons for visits
7) Hospital records showing dates, hospitals, reasons for hospitalization, and names of doctors

KEY QUESTIONS: Why should birth and health records be kept? How might a family set up its records? In what situations would information from family health records be helpful? How often should family health records be updated?[C]

As a Student Occupational Activity, have students create formats or systems for keeping family health records.[B] [C]

3. Safety
   a. Safety needs of children

Have students read resources about the safety needs of children. Prepare six index cards with the safety concerns for each age group listed as follows:

1) Birth to six months: falls, toys, small and sharp objects, suffocation, automobile travel
2) Seven to twelve months (creeper): drowning, toys, poisons, strangulation/suffocation, falls, electric shocks, burns, dangerous objects, automobile travel
3) One to two years (toddler): falls, cuts, burns, electric shocks, inhaling substances, drowning, automobile safety
4) Two to three years: traffic injuries, play injuries, drowning, burns, falls, cuts, dangerous objects, poisons
5) Three to six years: hazardous play areas, animal bites, traffic safety, dangerous objects, poisons
6) Six to twelve years: traffic safety, bike riding, firearms, suffocation, sports and recreation, power tools, fire, drowning

Divide the class into groups. Have a representative from each group select an index card. Direct each group to prepare written suggestions on how to provide safety for each concern listed on the selected index card. Have each group elect a leader and allow each group leader to report the group's safety suggestions to the class.[B] [C]

Lead a class discussion regarding principles of toy safety. Display various safe and unsafe toys. Have students identify the age at which a child could safely use each toy and explain reasons for their decisions.[C]

Invite a panel of parents and other child caregivers of young children to speak to the class on safety precautions they have taken with children. If possible, ask them to show any safety items they have installed or utilized in order to protect the children. Prepare students for the panel discussion by helping them develop appropriate questions. KEY QUESTIONS: How did the role of the parent or child caregiver change as the child grew older? How expensive was it to make the home or child care center safe? What additional precautions for safety might be necessary for handicapped children? What accidents happened despite safety efforts?[C]

Lead a class discussion regarding threats to family safety. One example of threats to family safety is child abduction. Show examples of methods used to find abducted children such as pictures on milk cartons and fliers. KEY QUESTION: How can these threats to family safety be prevented?[C]

As an FHA/HERO or class enrichment experience, sponsor a child fingerprinting day in cooperation with a law enforcement agency.[C]

Define *self-care child.* Lead a class discussion regarding the special home safety needs of the self-care child. KEY QUESTIONS: How do the safety needs of self-care children differ from those of children who are not responsible for their own care? How can parents or guardians provide support to their children if the self-care situation is unavoidable? How can parents or guardians prepare the child for the self-care situation?[C]

Lead students to brainstorm for a list of instructions parents should have self-care children follow each day after school. Enlist a volunteer to list the ideas on the chalkboard. Lead a class discussion about the instructions.

As an FHA/HERO activity, have students plan and present a self-care program to elementary school children. Topics for the self-care program may include free-time activities, behavior rules, safety, how to handle an emergency, and caring for younger brothers and sisters.[C]

b. Home safety

Provide students a definition of the term *accident*. Collect newspaper articles about recent accidents in the community. Have volunteers present a summary of the accidents to the class. KEY QUESTIONS: Could the accidents have been prevented? How?[B] [C]

Have students identify as many types and examples of accidents that happen in the home as possible. Have a volunteer list the accidents on the chalkboard. Remind students that over 90,000 Americans die annually as a result of accidents; therefore, the topic requires careful consideration. KEY QUESTIONS: How can people reduce the number of accidents? How can accidents be prevented?[C]

Invite the school nurse to describe to the class the types of accidents that have occurred in the school and how they could have been prevented. Guide students in preparing written questions prior to the speaker's visit. Ask volunteers to describe accidents they have experienced at home and at school. Have students suggest ways to prevent similar accidents from happening.[B] [C]

Invite a representative from the police or sheriff's department to speak to the class about home security, crime prevention groups, and available emergency services. Guide students in developing questions for the speaker prior to the presentation.[C]

As an enrichment experience, invite members of neighborhood crime prevention groups to class to share their experiences in discouraging crime in their homes and neighborhoods. Guide students in preparing questions prior to the presentations.

As a Student Occupational Activity, have students assume leadership roles to organize neighborhood crime prevention groups.[C]

Divide the class into groups. Have each group elect a leader. Assign groups the task of listing ways to eliminate or reduce the number of accidents in the home. Have a leader from each group report to the class. Lead a class discussion regarding the ways to reduce accidents.[C]

Lead a class discussion regarding various aspects of home safety. Point out that although the home symbolizes safety and security, it is also a place where over 20,000 people die annually from accidents such as fires, falls, poisonings, and lawn mower accidents. Using Teaching Aid 12, The Keys to Controlling Accidents, emphasize the need for accident prevention in the home.[C]

Invite customer service representatives from gas and/or electric utility companies to speak to the class on safety procedures for energy use in the home. Guide students in preparing questions prior to the presentations.[C]

Use Teaching Aid 13, Home Safe Home?, to review safety in the home. Have students identify the depicted home safety hazards and suggest ways to correct them.[C]

As a Student Occupational Activity, have students inspect their homes or the home economics department for safety hazards. Have them list safety hazards noted and identify solutions to the hazardous situations. Be sure to have students include the kitchen and medicine cabinets in their inspections.[B] [C]

c. Fire Safety

Have students read references about the causes, prevention, common locations, and common times of home fires. Lead a class discussion regarding fire prevention techniques and equipment that may reduce the danger of fires. Examples of techniques and equipment include smoke alarms and escape plans.[B] [C]

Give students copies of Teaching Aid 14, Home Floor Plan. Point out to students the windows and doors on the floor plan. Allow volunteers to draw escape routes for each room in the home. KEY QUESTIONS: How many escape routes are needed for each room? Why? Besides planning the routes for escape, what other fire escape plans does a family need to make? If staying in a hotel or motel, what precautions for fire escape should be taken?[B] [C]

As a Student Occupational Activity, have students design with their families a detailed plan for preventing and responding to home fires. Have students conduct practice fire drills at home.[B] [C]

Invite a representative from the fire department to speak to the class about fire safety, to demonstrate the proper use of fire extinguishers, and to instruct students on how to report fires. Guide students in developing questions prior to the speaker's arrival. KEY QUESTIONS: Will one type of fire extinguisher put out all types of fires? Why? How should a person report a fire in the home? What information should be given when reporting a fire?[C]

Have students evaluate their homes for fire danger. Direct them to complete Teaching Aid 15, Fire Prevention Checklist. Assign students to write reports suggesting ways to improve the fire safety in their homes. KEY QUESTIONS: Is preventing home fires expensive? Why? What resources are needed to make the home as fireproof as possible?[B] [C]

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	As an FHA/HERO activity or a class activity, have students sponsor a poster contest for elementary school children on the topic of fire prevention in the home. Arrange to display the posters in community businesses along with signs indicating sponsorship by Future Homemakers of America/Home Economics Related Occupations and vocational home economics education.[C]
d. Water safety	Lead a class discussion regarding the contributions water makes to good health. KEY QUESTIONS: How much water should a person consume daily? How do communities attempt to ensure that water supplies are beneficial to the health of citizens? How does water pollution affect health? Is there a water supply problem locally? What can individuals do to ensure a continuing adequate supply of clean water?[C] Have students read references on water conservation and report their findings to the class. KEY QUESTIONS: How can water become a hazard? What can be done to protect the water supply? Is water increasing or decreasing in importance? Why?[B] [C] Invite a representative from the Red Cross or Coast Guard to speak to the class about recreational water safety. Guide students in preparing questions prior to the speaker's arrival. KEY QUESTIONS: How can boating accidents be prevented? How can swimming accidents be prevented? What are some unsafe water activities that you have observed? How can recreational water safety be promoted?[C] Have student groups prepare skits to illustrate good and bad water recreation habits. After each skit is presented to the class, have students identify positive and negative water recreation practices. Have a volunteer list each practice on the chalkboard under the appropriate heading.[C] As a Student Occupational Activity, have students complete a Red Cross water safety course.[C]
e. Transportation safety	Have students read references addressing the importance of transportation to their lives. Explain that although transportation provides convenience, it also adds risk of death or injury, and adds responsibility for drivers and passengers. Review Teaching Aid 16, Injuries in Traffic Accidents. Lead a class discussion on the types and prevalence of various injuries.[B] [C] Divide the class into groups and have each group elect a leader. Instruct each group to compile a list of safety measures for driving, bicycling, motorcycling, and other popular transportation modes, (such as three-wheelers and skateboards). Have group leaders share the lists with the class. Enlist a volunteer to compile

on the chalkboard a master list of safety measures for each form of transportation.[B] [C]

Lead a class discussion that emphasizes the need for a motor vehicle driver to possess knowledge, good attitudes, and skill in order to drive safely. KEY QUESTIONS: What type of knowledge does a driver need to operate a motor vehicle effectively? What attitude should a driver have to operate a motor vehicle safely? What skills does a driver need in order to operate a motor vehicle safely? Which of the three (knowledge, attitude, or skill) is most important? Why? How is the physical and mental health of a driver related to driving performance?[C]

Display Teaching Aid 17, How Many of These Fairy Tales Have You Told? Ask volunteers to read the myths and have other students read the corresponding responses. Lead students to brainstorm for lists of the advantages and disadvantages of wearing seat belts. Have a volunteer write the lists on the chalkboard under the appropriate categories. KEY QUESTIONS: Do the advantages outweigh the disadvantages of wearing seat belts? Why? Do you support mandatory seat belt laws? Why? How can families encourage members to wear seat belts? What effect will nonuse of seat belts by parents or guardians have on their children? What are the responsibilities of drivers concerning their passengers' seat belt use?[B] [C]

As an enrichment experience, have students develop an interview survey to determine attitudes toward seat belt use. Have each student interview several people and write a summary of the findings. Have students report their findings in class.[B] [C]

Invite a representative from the police department to speak to the class about causes and prevention of automobile accidents. Guide students in preparing questions prior to the speaker's arrival. KEY QUESTIONS: What factors increase the likelihood of automobile accidents? How can the risks of automobile accidents be decreased?[C]

Have students read references on the effects automobile accidents have on families. Include effects such as deaths, injuries, medical costs, convalescence, rehabilitation, loss of income, and changes in lifestyle. KEY QUESTION: How are families affected by automobile accidents? CRITICAL QUESTION: How should knowledge of these effects influence driving habits?[B] [C]

B. Coping strategies for dealing with family health problems

Lead a class discussion regarding the need for a family to develop strategies to cope with short-term and long-term family health problems. Divide the class into groups and have each group select a role play subject from Teaching Aid 18, Role Plays for Coping

2

with Health Problems. Have groups create role plays illustrating changes in families that result from the health problems identified. Role plays should also illustrate how the families might cope with the health problems. If a group needs help, provide factual information about the specific health problem. After several minutes of preparation, have the groups introduce their situations and present the role plays. KEY QUESTIONS: How did the health problems impact the families? What methods of coping were illustrated in the role plays? What are other ways that families might cope with these situations? What physical adjustments are necessitated by the health problems of a family member? What emotional adjustments are needed as a result of the health problems of a family member?[C]

Lead a class discussion about Teaching Aid 19, Family Relationships Role Play. KEY QUESTIONS: How does the illness, injury, or handicap of a family member affect other members? How are the roles of other family members affected? How does the family cope with health problems? How can knowledge about the illness, injury, or handicap facilitate coping? How can the attitude of family members affect coping? How does the attitude of the family member with the health problem affect coping? What skills might family members need to facilitate coping with the health problem? What positive benefits to family relationships may occur as a result of health problems?

Lead a class discussion regarding attitudes families need to successfully cope with the health problems of one of their members. KEY QUESTIONS: How is the family's acceptance of the health problem related to coping? How does the family members' attitudes affect the person with the health problem? How is cooperation important when family members are required to take on changing roles as a result of a family member's health problem?[C]

Lead a class discussion about the need for care providers to consider their personal needs along with the needs of the family member in order to cope successfully. KEY QUESTION: How can a health care provider maintain a good attitude toward his or her tasks?[C]

C. State and local health resources

Lead a class discussion about how to find health resources for a health problem. Suggest that the library, newspapers, yellow pages of the telephone book, city or county health department, or community referral agency may be good sources with which to begin.[C]

As an enrichment experience, have groups develop a list and assemble packets of resources that provide assistance with family health problems. Provide students with pamphlets or other information from community referral groups. Have each group elect a leader to report its findings to the class.[B] [C]

From the list of resources developed in the previous activity, have each student contact a resource to determine the following information: services offered, eligibility requirements, charges, and ways they advertise their services. Have students prepare written reports on their health resources. Designate a day for each student to report his or her findings to the class.[B] [C]

Have students obtain costs of common health needs, such as childhood immunizations, from community physicians and the county health department. Compare the costs of public and private services. KEY QUESTIONS: How do the costs compare? Why do the differences exist? Who is eligible for county services? How do county services differ from services of a private physician?[B] [C]

Invite a representative of a state or national health resource such as the American Red Cross, Easter Seal Society, American Lung Association, or March of Dimes to speak to the class about the health organization and its services. Guide students in preparing questions prior to the speaker's arrival.[C]

As a Student Occupational Activity, have students volunteer as workers in the activities of a local health resource.[C]

As an FHA/HERO activity, have students plan involvement in the fund-raising of a state or national health resource organization. NOTE: The Better Business Bureau can provide information on various organizations' fund use.[C]

As an FHA/HERO activity or Student Occupational Activity, have students prepare reports on local health resources and organize them into a directory to be published in the local newspaper. As an alternative, prepare several one minute "spots" highlighting local health resources for broadcast on a radio station.[B] [C]

D. Financial needs resulting from illness or accident
   1. Costs

Lead a class discussion about the rapid escalation of medical care costs in recent years. Have students gather data on recent medical expenses from their parents and friends. KEY QUESTIONS: Why is the cost of medical care so high and continuing to rise? What role does technology have in the high costs? How can a family decrease its medical care expenses? What records must be kept for insurance and income tax documentation?[B] [C]

Have students study Teaching Aid 20, Health Care Expenses in the United States. Point out how the health care dollar is spent.[C]

Invite a resource person, such as a hospital administrator, an insurance company representative, or another person knowledgeable about health care expenses to speak about health care costs. Guide students in preparing questions prior to the speaker's arrival. KEY QUESTIONS: What is responsible for the rapid escalation of medical expenses in recent years? Is cost ever used as a criterion in choosing medical care? Are there any ways a family can decrease its medical expenses?[C]

Have students read resources regarding how liability enters into medical costs. Lead a class discussion on who ultimately pays for liability insurance.[C]

Lead a class discussion on the need for taking responsibility for decisions related to medical treatment.[C]

2. Methods of meeting financial needs
   a. Savings

Have students read reference materials about the need for a family to be prepared to meet the financial obligations associated with medical care. Lead a class discussion on developing a plan to include savings and insurance to meet the financial obligations of medical care. Point out that a plan should include both savings and insurance. KEY QUESTIONS: Why does a family with a health insurance plan need savings for medical care? Should savings be planned or should it be the amount left over after a family meets other expenses? Why? How might an appropriate amount of savings affect the emotional and mental health of family members during a period of costly medical care? How would having no savings or little savings affect their emotional and mental health?[B] [C]

Have students read selected references about savings. Lead a class discussion on the methods of savings available to a family, including bank accounts, savings accounts, savings and loan associations, government savings bonds, credit unions, and IRAs. Have each student select one savings method on which to prepare a written report. Students can secure general information from reference books and current information such as interest rates, minimum deposits, and terms of withdrawal. Have students share their findings with the class. KEY QUESTIONS: Is there one savings option that is best for all families? Why? Should the interest rate paid be the primary consideration when choosing a savings method? Why?[B] [C]

Invite a representative from a savings institution to speak to the class regarding types of savings accounts and how to open a savings account. Ask the speaker to explain the importance of insured savings such as those insured by the Federal Deposit Insurance Corporation (FDIC) and the Resolution Trust Corporation (RTC). Guide students in preparing questions prior to the speaker's arrival. KEY QUESTIONS: What types of savings options are available to families and individuals? Are options limited by the amount of money deposited? What is liquidity? Which options are liquid? Why is FDIC or RTC insurance important? How can one tell if the insurance is provided by a financial institution?

b. Insurance

Have students read about different types of health insurance and the concept of insurance itself. Explain that insurance involves individuals or groups paying a fixed amount of money into a fund in exchange for a guarantee that all or part of their medical expenses will be paid when the need arises. Have students read Teaching Aid 21, Health Insurance Coverage, as well as selected references on health and disability insurance. Lead a class discussion emphasizing the differences in the types of insurance policies. KEY QUESTIONS: Does health insurance cover all expenses associated with medical problems? What types of expenses may not be covered? CRITICAL QUESTIONS: Why is disability insurance an important part of a complete health insurance plan? Why is it important to read a policy before purchasing?[B] [C]

As an enrichment experience, invite an insurance agent to interview a person as an applicant for health insurance in a classroom simulation in order for students to learn what types of questions are asked. After the mock interview, allow students to ask the agent questions about applying for insurance. Ask the agent to explain to the class how premiums differ according to the person insured and the type of coverage sought, how claims are filed, how deductibles are paid, how cancellations are determined, how preexisting conditions affect coverage, and what insurance companies are doing to reduce costs. Guide students in preparing appropriate questions for the speaker prior to the presentation.[B] [C]

Lead a class discussion regarding the differences in individual and group insurance. Have students suggest the advantages and disadvantages of each insurance as you write them on the chalkboard. KEY QUESTION: Why are group rates usually lower than individual policy rates? CRITICAL QUESTIONS: Which type of insurance is usually a better buy for the consumer? Why?[B] [C]

Display examples of advertisements for mail-order health insurance and cancer insurance. Show the examples to students and lead a class discussion on the concerns and/or possible limitations of such policies. Have students examine the advertisements to identify possible loopholes, exclusions, and payment limits. KEY QUESTIONS: What types of problems may policy holders encounter with these policies? How is the advertising planned to appeal to consumers?[B] [C]

Provide literature obtained from a hospital about government insurance programs. Have students read about government insurance and have them describe the two government insurance programs, Medicare and Medicaid.[B] [C]

Invite a resource person to class to speak about Medicare and Medicaid benefits. Guide students in preparing questions prior to the speaker's arrival. KEY QUESTIONS: How does the financial support of Medicare and Medicaid differ? Do Medicare recipients need other insurance coverage? Why? Why is Medicaid not really an insurance program? How does one apply for coverage under each program? What problems are the Medicare and Medicaid programs facing?[C]

c. Health maintenance organizations

Have students read references about Health Maintenance Organizations (HMO) and then lead a class discussion regarding the concept of HMOs' prepaid group health care. KEY QUESTIONS: How does HMO coverage differ from group insurance coverage? How do HMOs encourage physical wellness? What are the advantages and disadvantages associated with an HMO? How do a family's cash expenditures for health care differ under group insurance and HMOs?[B] [C]

As an enrichment experience, invite a representative of an HMO to speak to the class. Following the presentation, have groups prepare surveys to use in obtaining information on various HMOs. Suggest topics that could be addressed such as HMO services available, programs presented, costs, and benefits of HMOs over insurance.[B] [C]

E. Home health emergencies, typical causes, and appropriate first aid measures

Lead a class discussion to identify some of the types of major health emergencies people might experience. Examples include burns, bleeding, choking, fainting, poisoning, and fractures or sprains. Ask students to read references that give general guidelines for coping with each identified emergency. Examples of emergency guidelines include the following:

1) Remain calm; do not panic.
2) Call for professional assistance if needed.
3) Describe the situation accurately over the phone or when help arrives.
4) Take courses in first aid and cardiopulmonary resuscitation (CPR).[B] [C]

Ask students to read Teaching Aid 22, Analyzing a Home Health Emergency, and Teaching Aid 23, Emergency Procedures. Lead a class discussion on the steps involved in analyzing and dealing with various types of emergencies. KEY QUESTION: How does the attitude of the health care provider affect the patient in an emergency?[B] [C]

Divide the class into groups and have each group elect a leader. Assign each group one or more of the situations on Teaching Aid 24, Home Health Emergencies. Provide resource materials for the groups to read on emergency procedures. Provide each group with a poster board and markers and have students create a poster describing appropriate procedures for the emergency. Ask groups to demonstrate the emergency procedures for the class. On the day of group presentations, ask the school nurse to attend in order to add relevant information that may be omitted. KEY QUESTIONS: Would training or practice be needed to use these procedures in home health emergencies? Where can one obtain training or practice?[B] [C]

Ask students to study Teaching Aid 25, Home First Aid Supplies. List each of the supplies on a separate index card. Have each student draw a card and describe why the item is important to include in a home first aid kit. KEY QUESTION: Why is a home first aid kit important?[B] [C]

As a Student Occupational Activity, have students assemble a first aid kit for the home. This activity could be expanded into an FHA/HERO fund-raising project to have students assemble first aid kits to sell.

Have students complete Teaching Aid 26, Potential Home Emergencies. Lead a class discussion based on the answers. Instruct students to identify other home safety hazards.[B] [C]

Have students read references on poisonous items found in and around the home. Display cleaning products, medicines, plants, paint, turpentine, pesticides, gasoline, antifreeze, and other items that could be found around any home. Identify the items and have the students read labels for information on poisons. KEY QUESTIONS: What precautions will keep these poisonous materials from causing harm? What hazards are involved when poisonous materials are stored in containers that are not labeled?[B] [C]

Invite a certified CPR instructor or medical professional to class to demonstrate CPR techniques and the Heimlich maneuver. Guide students in developing appropriate questions prior to the speaker's arrival. As a Student Occupational Activity, have students enroll in and complete a first aid or CPR course.[B] [C]

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FAMILY/INDIVIDUAL HEALTH
UNIT III

COMPETENCY: (1.3) *Concepts and skills related to home health care.*

SUB-COMPETENCIES:

(A) *Describe methods of meeting social and psychological needs through home health care.*

(B) *Explain the causes, symptoms, methods of transmission, and prevention of communicable diseases.*

(C) *Describe procedures for providing home health care.*

(D) *Determine alternatives to home health care.*

CONCEPTS

III. Home health care
   A. Meeting social and psychological needs through home health care

LEARNING AND EVALUATION EXPERIENCES

Have students read resource materials about the advantages and disadvantages of home health care. Lead students to brainstorm for a list of the advantages and disadvantages of home health care. Ask a volunteer to write the lists on the chalkboard. Advantages include more freedom, less regimentation, less travel by family members, more attention and companionship, less cost, more comfort in familiar surroundings, and promotion of social well-being. Disadvantages include disruptions and changes in family schedules, lack of health care provider training, and possible patient dependency. KEY QUESTIONS: What are the goals of home health care? Do the advantages of home health care outweigh the disadvantages? Why?[B] [C]

As an enrichment experience, invite students to share personal experiences their families have had with long-term home health care. KEY QUESTIONS: What changes were necessary in daily routines, diet, or food preparation? Did the care involve all family members? to what extent? CRITICAL QUESTION: How does long-term home health care differ from short-term care (two weeks or less) in its effects on family life?[C]

Ask students to define the term *health care provider*. Have students read selected references on the social and emotional impact of illness on the patient and health care providers in the home. KEY QUESTIONS: How does illness affect the patient's emotions? How does illness affect the health care provider? How does illness affect the patient's social interactions? How does illness affect the health care provider's social interactions? CRITICAL

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

QUESTION: How can health care providers boost the social and psychological condition of the patient?[B] [C]

Invite a health care provider who has provided long-term care for a relative in his or her home to speak to the class. Have the health care provider point out the effects of long-term care on the patient, on the provider, and on other family members. Guide students in preparing questions prior to the speaker's arrival.[C]

Have students imagine they are confined to bed with a prolonged illness and they are extremely bored. Have students identify activities they participate in when they are ill. Examples include viewing television, listening to the radio, talking to friends on the telephone, reading books, solving puzzles, playing games, participating in hobbies, and playing with pets. KEY QUESTIONS: In what activities might one participate when he or she is ill? In what activities have ill people on television been pictured as participants? What are some of the advantages of each of the activities? What are some of the disadvantages of each of the activities? For what type of patient would a pet be a good companion?[C]

Divide the class into groups. Have groups create profiles of effective and successful health care providers. Have a member from each group explain the characteristics to the class. KEY QUESTION: What common characteristics have been identified for the effective and successful health care provider?[C]

Invite a physical therapist or other qualified health care professional to speak to students about the physical and emotional limitations of illness and to explain how to compensate for those limitations. Guide students in preparing questions prior to the speaker's arrival.[C]

As a Student Occupational Activity or enrichment experience, have students plan recreational activities for patients of specified ages with given illnesses.[B] [C]

Divide the class into groups. Have groups plan activities appropriate for a patient with specific health problems. Example patients include: heart attack patient, stroke victim, child who had a tonsillectomy, person with a broken leg, person recovering from eye surgery, person with a terminal illness, elderly person with a broken hip, a person in traction, and a person with jaw wired shut. The activities should meet the patient's physical, mental, social, and psychological needs. Have students explain how the identified activities will meet the patient's needs. CRITICAL QUESTION: Why is it important to provide mental stimulation and challenge to the patient?[C]

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
B. Communicable diseases	Have students read library references on *communicable diseases* (infectious diseases transmitted from person to person either directly or indirectly). Have students read references that include information about the communicable diseases of influenza, measles, tuberculosis, common cold, chicken pox, mononucleosis, mumps, viral hepatitis, and sexually transmitted diseases. Lead a class discussion regarding any recent outbreaks of communicable diseases in the area. KEY QUESTIONS: Why do fewer people die in the United States today due to communicable diseases than in the past? What disease trends existing today could reverse the tendency toward fewer deaths from communicable diseases?[B] [C]
1. Causes and symptoms	Assign each student one of the following diseases on which to prepare a written report: influenza, measles, tuberculosis, common cold, chicken pox, mononucleosis, mumps, viral hepatitis, and sexually transmitted diseases. When reports are complete, have students with the same topic meet as a group to plan an oral presentation on the topic to the class. Have students prepare charts on the diseases including causes, signs and symptoms, methods of transmission, long-term effects, and preventive measures for the disease.[B] [C]
	Define *signs* and *symptoms* of diseases. Point out that a sign of illness is a visible evidence of illness while a symptom is an internal feeling of the victim. Have students study Teaching Aid 27, Signs of Illness. KEY QUESTIONS: What are other signs of illness? Why do people need to be alert to signs of illness? What are some symptoms of illness? Can these signs and symptoms be associated with more than one illness? How does one decide whether or not a doctor should be consulted? How does an individual show that pain is present? How do small children indicate pain? Do individuals have different levels of pain tolerances?[B] [C]
	Have students prepare flashcards of the common signs and symptoms of illness. Give one flashcard to each student. Also prepare flashcards with the names of the illnesses mentioned in the previous activities. Hold up the flashcard with a disease name. Direct students who have flashcards with corresponding signs or symptoms to hold up their flashcards. Lead a class discussion regarding incorrect or omitted answers.[C]
2. Transmission methods	Have students read selected references on ways communicable diseases are spread. Include the following types of disease transmission: direct contact, indirect contact, airborne transfer, and vector transfer. Divide the class into groups. Provide each group with a poster titled with one of the forms of disease transmission. Also provide students with markers. Assign each group the task of

listing as many examples as possible of the assigned form of disease transmission. Have each group report to the class. Lead a class discussion on ways to avoid the transmission of communicable diseases. Have students review ways individual diseases are spread by studying Teaching Aid 28, How Communicable Diseases Spread. KEY QUESTION: What are some practices that can inhibit transmission of communicable diseases in the home?[B] [C]

Lead a class discussion about the different types of communicable diseases and the amount of control an individual has over transmitting and contracting communicable diseases. KEY QUESTIONS: What are some ways individuals can control whether or not they transmit or contract communicable diseases? How can one person's health decisions affect the health of other people? NOTE: *Education for Self-Responsibility* is a resource that may be used to expand this section in curriculum. The book may be obtained from the Distribution Office of Texas Education Agency, Austin, Texas.[C]

Invite an environmentalist, a professional associated with wildlife management, an entomologist, or a representative of the health department to speak to the class regarding the diseases spread by animals, birds, and insects. Have the resource person include information about the method of transmission, the types of diseases, the types of carriers, and the prevention and/or control of the diseases. Guide students in developing written questions prior to the speaker's arrival. KEY QUESTIONS: What animals, birds, and insects are common disease carriers? How can one reduce the risk of contracting diseases from animals, birds, and insects?[B] [C]

3. Prevention

Divide the class into groups to identify the general guidelines for prevention of common communicable diseases. Have each group elect a leader to list the group's suggestions on the chalkboard. Lead a class discussion about the suggestions. If the suggestion is not considered an effective preventive measure, erase it. Be sure all of the following preventive measures are mentioned: adequate rest, proper nutrition, effective stress management, suitable exercise program, regular health checkups, immunizations, personal hygiene, and sanitary practices at home and at work. KEY QUESTION: How is the government involved in disease control?[C]

Have students research disease control measures and compile the information into written reports. Example disease control measures include disease screening techniques, immunizations, preventive health practices, and sanitary engineering. KEY QUESTIONS: What disease control measures are used in your home? What is sanitary engineering? How does the use of immunizations contribute to disease control?[B] [C]

Show students Teaching Aid 29, Health Monitoring Schedule for Adults. Lead a class discussion regarding the necessity for health checkups. KEY QUESTIONS: Why do health monitoring requirements differ for men and women? Why are physical examinations required for persons participating in athletic programs?[C]

Have students read selected resources about communicable diseases. Show the class Teaching Aid 30, Immunization Schedule for Children. Lead a class discussion regarding the importance of immunizations and health records. KEY QUESTIONS: Why is it important for an individual or family to keep immunization records current? What diseases can a person be immunized against? Why is there controversy over the need for some immunizations?[C]

C. Procedures for providing home health care
   1. Monitoring temperature

Ask students to read Teaching Aid 31, Temperature Facts. Lead a class discussion regarding normal and abnormal body temperature. KEY QUESTIONS: What factors affect the body's temperature? What is the average body temperature? When is the best time of the day to take body temperature? When is body temperature likely to be highest? lowest?[B] [C]

Display several types of clinical thermometers. Have students examine the various thermometers. Lead a class discussion regarding the degree markings, the mercury changes that occur when the temperature is taken, cleaning and sterilizing of the thermometer, reading the thermometer, digital thermometers, and methods of taking temperature. Have volunteers take their temperatures and record them. Stress the importance of sanitation during this activity by having students sterilize the thermometers after each use. Review the abnormal, normal, and subnormal temperature ranges. KEY QUESTIONS: How does one decide which method to use for taking a person's temperature? Which method provides the most accurate reading of body temperature? Is this method safe for use with a small child? How long should the thermometer be left in place? At what levels can temperatures be damaging to the body? How should a thermometer be cleaned? stored?[C]

   2. Monitoring pulse rhythms and rates

Have students read references to define *pulse* and *pulse rate*. Lead a class discussion regarding pulse rates. KEY QUESTIONS: What is the normal pulse rate for adults? teenagers? infants? What factors influence the pulse rate? What causes the pulse rate to increase temporarily? What causes the pulse rate to decrease temporarily? Why is the pulse rate important?[B]

Have students read information on Teaching Aid 32, Monitoring Pulse and Respiration. Demonstrate how to take the pulse rate by counting heartbeats as described on the teaching aid. Ask students to place their right forefingers between the tendons and wrist bones of their left arms so they can feel the pulse of the arteries. Have them count pulse beats for thirty seconds and then multiply by two to obtain the count for one minute. Lead a class discussion to identify locations the pulse can be taken such as the sides of the neck, the lower jawbone, in front of the ear, and near the groin. KEY QUESTIONS: What is pulse rate? What type of physical conditioning can improve the condition of the heart and give one a stronger, slower pulse rate?[C]

Have students keep a three-day chart of their pulse rates at the following five times during the day:

1) As soon as they get up in the morning
2) After strenuous exercise
3) After a stressful class or mental workout
4) After eating
5) Before going to bed

Have students draw conclusions about the pulse rates taken at the various times. KEY QUESTIONS: What was the difference in beats per minute between your pulse rate and the pulse rate of some of your classmates? Was the pulse rate in a normal range for each of the conditions?[B] [C]

3. Monitoring respiration

Have students read resources regarding the role of respiration and respiration rates including rapid respiration, shallow respiration, and difficult respiration. Lead a class discussion regarding respiration rates. KEY QUESTIONS: What role does respiration play in the body? How do rates differ for men, women, children, and infants? What factors may change the respiration rate? What effect does fever have on the respiration rate? What is hyperventilation? What should be done for a person who is hyperventilating?[B] [C]

Ask students to review the information about respiration on Teaching Aid 32, Monitoring Pulse and Respiration. Demonstrate monitoring the respiration rate by observing the rise and fall of a person's chest or abdomen for one minute. Have students check their own respiration rates for one minute. KEY QUESTIONS: Why is it best that individuals not know when their respiration is being monitored? What is the normal respiration rate for an adult?[C]

4. Monitoring blood pressure

Have students read selected references about blood pressure. Lead a class discussion regarding normal blood pressure ranges for both systolic and diastolic readings. KEY QUESTIONS: What is systolic pressure? diastolic pressure? What is the normal blood pressure range for adults? for teens? How do blood pressure rates differ between men and women? How often should an individual's blood pressure be checked? When should blood pressure be checked? What factors can lead to a false blood pressure reading?[B]

Invite the school nurse to visit the class and take each student's blood pressure. Ask the nurse to inform students about high and low blood pressure and ways a person can return his or her blood pressure to a normal level. Guide students in preparing appropriate questions prior to the speaker's arrival. KEY QUESTIONS: What is high blood pressure? What is low blood pressure? What causes these conditions? How can an individual control high or low blood pressure? What are the dangers of hypertension (abnormally high blood pressure) and hypotension (abnormally low blood pressure)? What is normal blood pressure for the students' age group? How accurate are home kits and blood pressure monitors in grocery stores and department stores?[C]

As an FHA/HERO activity, organize a blood pressure checkup for teachers and students.[C]

5. Administering medications

Ask students to read Teaching Aid 33, Do's and Don'ts for Medications. Lead a class discussion regarding the reasons for each guideline included on the teaching aid. KEY QUESTIONS: Why is it important to know how to take and/or give medications? Why must the doctor know about all medications that a patient is taking? What are additional do's or don'ts that should be practiced?[B] [C]

Set up an exhibit consisting of empty containers of over-the-counter and prescription drugs. Lead a class discussion on the different drugs exhibited. KEY QUESTIONS: Where should most medications be stored? How does one learn how to use medications?[C]

Have students read information about brand name and generic prescription drugs. KEY QUESTION: What are the differences in brand name and generic prescription drugs? CRITICAL QUESTIONS: How does one decide whether to purchase generic or brand name drugs? Should the doctor be involved in the decision? Should the pharmacist be involved?[B] [C]

Lead a class discussion regarding the cost of prescription drugs. KEY QUESTIONS: Are brand name or generic drugs more expensive? Is this always true? Do prices vary among pharmacies for the same drugs? Are prescription drug prices displayed in pharmacies? Are pharmacists willing to disclose price information?[B]

Invite a pharmacist to give a presentation on various aspects of medications. The presentation should include purchase and use of over-the-counter and prescription drugs; drug and food interactions; drugs such as antacids, analgesics, and antihistamines; side effects of common drugs; safety guidelines to be followed when using medications; emergency procedures in case of overdoses; and elimination of outdated medication. Have students prepare written questions prior to the speaker's arrival. KEY QUESTIONS: Why is it hazardous to take another person's prescription drugs? What are the dangers of taking several drugs at once if the patient is not instructed to take them together? Why should medicine be taken only as prescribed? Who can answer questions about any type of medicine? Why should individuals read and follow all directions when taking medications?[B] [C]

6. Providing for patient hygiene

Lead a class discussion about the importance of personal hygiene for an ill person. Have students suggest the types of patient hygiene activities a health care provider may be responsible for providing.[C]

Divide the class into groups to research a hygiene task and give oral reports and demonstrations to the class. Groups with the following topics should answer the questions below in their respective reports:

1) Bathing. What benefits are gained by a sick person having a daily bath? What types of baths are used for sick people? Which type of bath is most appropriate for a patient with little mobility? Can the bath aid the healing process? What safety features could be installed in the bathing areas to prevent the patient from having an accident? How does cleanliness contribute to a good mental state? What equipment should be gathered for the bath? What are some guidelines a health care provider should follow while helping an ill person bathe?
2) Hair care. Why is hair care important to the ill person? How is the patient's self-image related to recovery? What is the purpose of brushing the hair? What are some guidelines for shampooing a patient's hair?
3) Shaving. What types of razors are available? Which razor is the best for patient use? Why? What precautions should be taken when shaving a patient? How is shaving related to patient recovery?
4) Nail care. Why is good nail care important to the patient? Are the physical or mental benefits most important? Why? What harmful effects could unkept nails have on a patient?[C]

7. Nutrition

Arrange an unappealing meal on a tray. Choose foods that are the same color or texture. Do not use any ornamentation on

4.

this tray. Have a volunteer divide the chalkboard in half and write on one side descriptive words students brainstorm for to describe the meal. Direct students in developing a meal on a tray that looks very appealing. Vary the colors used; use a colored, nicely folded napkin; place a vase of silk or real flowers on the tray; and garnish the food plate. On the unused half of the chalkboard, have the volunteer write descriptive words students brainstorm for to describe the attractive meal tray. Lead a class discussion on the significance of serving appealing, nutritious meals. KEY QUESTIONS: If a person were ill, which meal would be preferred (assuming that some foods on both trays are liked)? What makes the second meal more appetizing? How might food that is appealing and attractively served contribute to increased nutrient consumption?[C]

Give a pretest using Teaching Aid 34, General Diet Pretest, to determine students' knowledge of nutrition. Have students check their answers using Teaching Aid 35, Answers for Diet Pretest. Following the pretest, teach or review the basic food groups and general dietary needs as necessary.[B] [C]

Have students read resource materials on the five food groups, the number and size of servings needed by specific age groups, and the sources and functions of nutrients. Have students complete research projects with oral reports on digestion and absorption, food sources for each vitamin, the specific function of each vitamin, water soluble and fat soluble vitamins, or other nutrition topics. KEY QUESTIONS: Why is it important to serve foods from each food group? From what foods can iron be obtained? What do carbohydrates do for the body? Why is it advisable to eat a variety of foods rather than to fall into a routine food consumption pattern?[B] [C]

Lead a class discussion regarding the energy needs of an ill person. Include in the discussion the process by which certain vitamins and minerals obtained from foods help to replenish the white blood cells that fight infection and strengthen the immune system.[C]

Lead a class discussion regarding the types of special diets that a patient may require such as liquid, soft, bland, diabetic, fat-restricted, sodium-restricted, or calorie-restricted. Have students study Teaching Aid 36, Comparison of Special Diets. KEY QUESTIONS: How does the soft diet differ from the regular diet? How does the calorie-restricted diet differ from the regular diet? How does the bland diet differ from the regular diet? Why is it important to keep the patient on the diet the doctor recommends? How can the health care provider help the patient better enjoy a special diet?[B] [C]

D. Alternatives to home health care

Lead a class discussion about how the decision to utilize an alternative to home health care affects the family. KEY QUESTIONS: How is the patient affected physically? socially? intellectually? emotionally? How are the home health care providers affected physically? socially? intellectually? emotionally? How can the family help the patient adjust to a health care alternative?[C]

Invite administrators or representatives of some of the following alternative health care providers to participate in a panel discussion: nursing/sitting services, nursing homes, hospitals, mental hospitals, or child care facilities that also provide care for ill children. Ask each panel member to explain costs, services available, routine and special activities, and eligibility requirements. Guide students in preparing written questions to ask the panel members. KEY QUESTIONS: What is the cost of the service monthly? What services are offered? What activities are offered? What types of patients are best suited for the services? What are the eligibility requirements? What other health care alternatives were not included in the panel presentation?[B] [C]

Have a volunteer list the alternatives to home health care mentioned during the previous activity and some individual health circumstances on the chalkboard. As the descriptions of individual patients are reviewed, have students choose the most desirable health care alternatives. Patient descriptions include the following: a stroke victim, a child with leukemia, a terminally ill cancer patient, an invalid elderly person, a temporarily paralyzed accident victim, a healthy elderly individual or couple, a physically disabled person, a person with Alzheimer's disease, a person with severe mental illness, and a handicapped child. Have the volunteer list each patient under the alternative the class recommends. KEY QUESTIONS: What factors influenced the selection of home health care alternatives? When several home health care alternatives are suitable for the individual described, what factors help make a final decision? Is cost related to the final decision?[C]

Divide the class into groups. Have students read reference materials concerning the choices and considerations to be made when selecting a health care alternative. Have each group develop a checklist that could be used to choose a health care alternative. Have each group elect a leader to share group information with the class. CRITICAL QUESTION: What factors should be considered in choosing a home health care alternative?[B] [C]

TAC 75.83
FAMILY/INDIVIDUAL HEALTH
UNIT IV

COMPETENCY: (1.4) *Concepts and skills related to contemporary health issues.*

SUB-COMPETENCIES:

(A) *Describe behavior symptomatic of eating disorders.*

(B) *Describe causes, prevention, and consequences of sexually transmitted diseases.*

(C) *Explain the effects of substance abuse on the individual and family.*

(D) *Discuss forms and causes of domestic violence.*

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
IV. Contemporary health issues A. Eating disorders	Invite a resource speaker to class who is qualified to speak on eating disorders. Guide students in preparing written questions prior to the speaker's arrival.[B] [C] Lead a class discussion on the treatment of eating disorders. Stress that each eating disorder requires professional medical and/or psychological help. Approaches to treatment include motivating the patient to change eating behaviors, improving the patient's self-concept, enlisting family support, providing nutrition counseling, and obtaining psychotherapy. The successful treatment of eating disorders may require a year or more of medical and/or psychological help.[C]
1. Anorexia nervosa and bulimia	Have students define *anorexia nervosa, bulimarexia,* and *bulimia*. Have students view an audiovisual on the eating disorders anorexia nervosa and bulimarexia. Lead a class discussion on these eating disorders that primarily affect teens and young adults. KEY QUESTIONS: Are these disorders physical or psychological? Could these disorders become life threatening if not treated? Why?[C] Assign students to read Teaching Aid 37, Anorexia Nervosa: Compulsive Self-Starvation, and Teaching Aid 38, Bulimia: Compulsive Bingeing and Purging. Lead a class discussion regarding the facts presented on the teaching aids. Explain to students that the actual causes of the two eating disorders are unknown. Theories about the causes of the eating disorders are listed on the following page.

[B] = Basic Skill Reinforcement

[C] = Common Essential Element

1) The diseases may be the female response to "ideals" of thinness presented in the media.
2) Individuals may have a biological predisposition to the diseases.
3) The diseases may be caused by biological factors such as malfunction of the hypothalamus or addictive power of endorphin hormones that are released during purging and excessive exercise.
4) The diseases may result from individuals' inability to cope with life situations such as puberty, being overweight, or moving away from family because of college.
5) Individuals may develop the diseases because of desires to control an aspect of their lives.[B] [C]

Have groups use Teaching Aid 39, Eating Disorder Role Plays, to demonstrate negative and positive ways to respond to the people in the situations described on the teaching aid.[C]

2. Obesity

Lead a class discussion regarding the numbers of people in the United States who are obese and are on weight reduction diets. KEY QUESTIONS: Do you know anyone who is currently on a weight reduction diet? Is an exercise program being followed with the diet? Is the diet directed by a physician? NOTE: A catalog of publications on many aspects of health may be obtained from the Department of Health and Human Services, National Center for Health Statistics, 3700 East-West Highway, Hyattsville, Maryland 20782. Many of the publications are free or inexpensive.[C]

Ask students to read newspapers and popular magazines and bring to class articles and advertisements related to dieting to lose weight. Have students sort the clippings into categories of articles and advertisements and eliminate the duplicates. KEY QUESTION: How many articles and how many advertisements were found?[B]

Have students analyze one day's menu from a fad diet for nutritional adequacy. KEY QUESTIONS: Is the diet nutritionally balanced? Why? CRITICAL QUESTION: How could one alter the menu to improve the nutritive value of the diet?[B] [C]

Define the term *fad diet*. One definition of a fad diet is a diet that is very popular for a short time. Explain that many times fad diets are extreme and they may entirely eliminate foods from one or more food groups. Have students look through the articles and advertisements that were brought to class to determine the ones that are fad diets. Point out that some fad diets popular in the past included the Cambridge Diet, Beverly Hills Diet, and Grapefruit Diet. KEY QUESTIONS: Which diets are safe to follow? Which diets may be dangerous or hazardous to health?[B] [C]

Have students interview some people who have tried various weight reduction diets. KEY QUESTIONS: What were the problems or weaknesses of the diets? Which diet worked best? What have the interviewees learned from trying the diets?

Have students write a newspaper article comparing selected fad weight reduction diets for nutritional quality, convenience, changed eating habits, and cost. NOTE: For an example of a fad diet summary, refer to *Males in Home Economics Classes* from the Home Economics Curriculum Center, Texas Tech University, Lubbock, Texas.[B]

Lead a class discussion about nationally known weight reduction diet programs such as Weight Watchers, Overeaters Anonymous, Tops, and Nutri System. Ask students to work in groups to determine the costs of joining one of these programs to lose twenty-five pounds. Have students share information in class. KEY QUESTIONS: Are these programs considered safe methods for losing weight? Do doctors recommend these programs to patients who need to lose weight?[C]

Invite a health care professional from a hospital or clinic to speak to students regarding liquid weight reduction diets that must be medically supervised. Have the speaker include requirements and costs of using the diets. Guide students in developing appropriate questions prior to the speaker's arrival. KEY QUESTIONS: Is this type of diet considered safe? What are the chances of weight gain when the patients begin to eat food again?[C]

B. Sexually transmitted diseases

NOTE: Discuss lesson plans and the concepts to be covered with the principal to determine the acceptability of teaching this topic in the community. Ask him or her to determine whether other steps, such as sending parental notices, should be followed.

1. Types of diseases

Ask students to name as many sexually transmitted diseases (STDs) as they can. Have a volunteer write the names of diseases on the chalkboard. Add to the list any of the following that students do not name: gonorrhea, syphilis, chlamydia, herpes simplex (type two), and AIDS. Have students anonymously write questions they have about sexually transmitted diseases before the study begins. Collect the questions. At the end of the study, review the questions and answer any that have not been covered in class. As an alternative, use the questions for review in a class discussion.[B] [C]

2. Causes, prevention, and consequences

Assign each student one of the following topics to research in the library: gonorrhea, syphilis, chlamydia, and herpes simplex (type two). Have students complete Teaching Aid 40, Investigating Sexually Transmitted Diseases, as they study the references. Lead a class discussion regarding each STD. KEY QUESTIONS: How can one guarantee not contracting these diseases? Why have STDs reached epidemic proportions since the 1950s? Why is early detection and treatment important? Why do individuals fail to protect themselves against STDs that are so common today? Why do individuals fail to seek treatment for STDs? What responsibilities do those infected with STDs have? Who may be affected by an STD other than two sexual partners? How do STDs affect an individual's emotional health? How does the emotional impact of herpes differ from the impact of gonorrhea, syphilis, and chlamydia? Why do people often view STDs differently than other infectious diseases? How can an individual help others who suspect they have STDs but are reluctant to seek treatment?[B] [C]

Introduce the topic of Acquired Immune Deficiency Syndrome (AIDS) by reading the following open-ended questions. Have students write their answers to each question.

1) When I hear the term AIDS, I feel....
2) The scariest thing about AIDS is....
3) Persons who know they carry the AIDS virus should....
4) The worst part about having AIDS is....

Lead a class discussion on the answers.[B] [C]

Lead a class discussion about AIDS. The United States Department of Health and Human Services, the United States Public Health Service, the Centers for Disease Control, and state health departments publish materials with up-to-date information on AIDS. Include in the discussion the categories of information on Teaching Aid 40, Investigating Sexually Transmitted Diseases. KEY QUESTIONS: How can AIDS be contracted besides through sexual contact? How can an individual determine if he or she carries the AIDS virus? Where are the tests available? What is the difference between having AIDS and carrying the AIDS virus? How does AIDS affect the body? What are the chances of recovering from AIDS? What groups of persons have been associated with the AIDS virus? How can sexually active heterosexual men and women be infected with AIDS? Why can one not be sure that a healthy looking individual does not carry the AIDS virus? Is AIDS spread through casual contact? How can one guarantee not getting AIDS? How can one greatly reduce their risks of contracting AIDS? What differences in health care practices have resulted from AIDS? CRITICAL QUESTIONS: Even if an individual or his or her family members are not infected with AIDS, how are they affected by the disease? What responsibilities does an individual, who knowingly carries the AIDS virus, have to others?[C]

Have students bring to class newspaper or magazine articles about AIDS. Ask them to summarize their articles. KEY QUESTIONS:

Why is AIDS receiving widespread media coverage? Did the articles present accurate information? Why?[B] [C]

Lead a class discussion regarding the effect of AIDS on the lives of those who contract the disease, their families, and their friends. CRITICAL QUESTIONS: What effects does AIDS have on employment? on school? What effect does the disease have on emotional health? How does it affect relationships with family and friends? How are others likely to react to the AIDS victim? to the family of the AIDS sufferer? How is the spread of AIDS related to lack of self-management? Why is AIDS especially devastating to individuals and families of individuals who practiced good self-management but still contracted AIDS as a result of blood transfusions or through the use of blood products?[C]

Have students cut a piece of paper into twenty rectangles or squares. Provide each student with a piece of string (approximately twenty-four inches in length) and a stapler. Instruct students to place twenty major life events, which have occurred or students anticipate will occur during their lifetimes, on the pieces of paper. Have students chronologically staple the pieces of paper on the string to form their personal life lines. Have students briefly look at other students' lines. Ask if anyone listed contracting AIDS as a major life event. CRITICAL QUESTIONS: How would contracting AIDS affect the remainder of your life? What are some examples of how AIDS might affect your life?[B]

Lead a class discussion about how students would feel if a classmate contracted AIDS. KEY QUESTIONS: What are the school policies related to students who have AIDS? Why were these policies developed? Are the policies fair to a student with AIDS? to everyone else in the school? Why?[C]

Lead a class discussion about how quick decisions in a sexual situation can affect the people involved, their friends, their families, and the future. KEY QUESTIONS: Are you ready to take responsibility for your actions? Are you ready to abandon teen responsibilities and face responsibilities more often associated with adult life?[C]

Invite a representative of the local or state health department to speak to the class on testing for and treatment of STDs. Prior to the visit, lead students in developing questions to ask the speaker. Ask students to write a brief summary on the information learned from the speaker.[B] [C]

C. Substance abuse
  1. Tobacco

Contact the local American Cancer Society and request educational materials related to the components of and harmful effects of tobacco products. Include tobacco that is smoked and smokeless tobacco. Allow students to use these resources to gather statistical information on smoking such as the effects on health, the cost of tobacco products, and other information regarding the use of tobacco.

Have students complete Teaching Aid 41, Pretest on Tobacco Use. Lead a class discussion on students' answers. Share the correct answers with the class.[B]

Assign students to interview a family member or friend that smokes or uses smokeless tobacco. Have students ask the individual how much one package of his or her type of tobacco costs and how many packages he or she uses per day or per week. Have students calculate how much money the person spends on tobacco in one year by multiplying the daily costs by 365 days in a year or by multiplying weekly costs by 52 weeks in a year. Lead a class discussion about the findings.

Show students an audiovisual about the hazards of smoking, or have a medical professional speak to the class regarding the effects cigarettes have on the body. Ask students to write essays summarizing the major points they learned from the audiovisual or speaker.[B] [C]

Lead a class discussion about how cigarette smoking affects the body. Include the effects of carbon monoxide (causes shortness of breath and increases heartbeat), tar (deposits in the lungs and causes tooth discoloration), and nicotine (speeds heartbeat, constricts blood vessels, increases blood pressure, causes trembling and irritability, and causes physical and psychological dependence). Lead a class discussion regarding the health risks associated with smoking shown on Teaching Aid 43, Hazards of Tobacco Use. KEY QUESTIONS: Although the dangers and effects of smoking are widely publicized, why do many people still smoke? Why do you think smoking is increasing among teenage girls and decreasing in some other groups? How do cigarette advertisements attempt to appeal to readers? How does peer pressure affect a teenager's decision to smoke? Is smokeless tobacco safe? Why? Are low-tar, low-nicotine cigarettes safe? Why?[C]

Give students the choice of one of the following written activities:

1) Interview a smoker to determine why he or she smokes and how he or she feels about smoking. Write a paper detailing the findings and conclusions.
2) Write a position paper on why one should or should not smoke. Fully defend the position.
3) Write a letter to a friend to convince him or her not to smoke.[B]

Define *passive smoking*. Lead a class discussion about how students feel when others smoke around them. Lead a class discussion on the concept of breathing air polluted by the smoke from other people's cigarettes. KEY QUESTIONS: What are the effects of passive smoking? What are some evidences in the community of increased awareness of and sensitivity to passive smoking? CRITICAL QUESTIONS: What are the rights of nonsmokers? What are the rights of smokers?[C]

As an enrichment experience or Student Occupational Activity, have students research new city codes or other policies being implemented to discourage smoking. Have students prepare written reports.[B] [C]

Invite a respiratory therapist to speak to the class about postoperative complications associated with cigarette smoking. Have students prepare written questions prior to the speaker's arrival. KEY QUESTION: Why does cigarette smoking increase chances of postoperative respiratory complications?[B] [C]

As an FHA/HERO activity, have students take a leadership role in organizing activities for the annual Great American SmokeOut, sponsored by the American Cancer Society.[C]

Lead a class discussion about how one can quit smoking. Include information on products and programs that help smokers quit smoking including do-it-yourself products and programs, group programs, hypnosis, aversion therapy, and behavior modification. CRITICAL QUESTIONS: Why are most smokers unsuccessful in their attempts to quit? What does a smoker gain by quitting smoking? What factors should one consider before choosing a program to stop smoking?[C]

Divide the class into groups. Have students refute excuses for smoking by offering concrete plans to counteract the excuses. Assign each group one of the following excuses for smoking:

1) If I quit smoking, I'll get fat.
2) I enjoy smoking, and I love the taste.
3) When I don't smoke, I'm nervous.
4) I'll quit when smoking threatens my health.
5) It's too late to quit; I've smoked most of my life.[C]

2. Alcohol

Show Teaching Aid 43, How Alcohol Affects the Body. Lead a class discussion on how the body is affected by alcohol consumption. Have students read references about the effects of alcohol consumption on the body. KEY QUESTIONS: How does an empty stomach affect alcohol absorption? How are the effects of alcohol related to body weight? What is blood alcohol level? What are the initial effects of drinking? As drinking continues, how do the effects change? How rapidly does the body metabolize alcohol? When is one considered sober? How do people attempt to increase the speed of the sobering process? Do these methods work? Should alcohol be consumed when one is taking any kind of medication? For what groups of persons is alcohol, even in moderate amounts, a certain danger?[B] [C]

Have students read selected references regarding the nutrient content and caloric values associated with various alcoholic beverages. Lead a class discussion on the effects of alcohol on nutrition. KEY QUESTIONS: How is alcohol consumption related to weight gain? Why is the term "empty calorie" applied to alcohol? What effects does alcohol consumption have on the nutritional status of the body?[B] [C]

Have students read selected references that include reasons people consume alcohol. Lead a class discussion regarding alcohol use. Lead students to brainstorm for reasons people drink. Have a volunteer list the reasons on the chalkboard. Lead students to brainstorm for a list of long-term physical effects of alcohol on the body. KEY QUESTIONS: Do the temporary seemingly desirable effects associated with drinking outweigh the physical harm brought about by alcohol consumption? Why? How can one avoid situations like boredom or stress that some people give as reasons to drink alcohol?[C]

Lead a class discussion regarding the various problems related to alcohol consumption including physical problems and psychological and emotional problems. Use Teaching Aid 44, Alcohol-Related Problems, to provide information for the class discussion.[C]

Have students write a description of a person who is drunk. Have them consider including characteristics such as loss of attractiveness, loss of emotional control, lack of muscle control, lack of conversation skills, smelling bad, and feeling sick. Lead a class discussion comparing the realities of factual descriptions of people using alcohol with the fantasy descriptions of people being more socially attractive or acceptable because of alcohol.[B] [C]

Provide examples of printed advertisements for alcoholic beverages and/or greeting cards that treat drinking lightly. Divide the class into groups to study the advertisements and/or cards. Have each group elect a leader to report conclusions about advertising for alcoholic beverages and treatment of drinking in greeting cards. KEY QUESTIONS: How do advertisers of alcoholic beverages depict alcohol consumption? Are the advertisements accurate or misleading? Why? How do greeting cards depict alcohol consumption? Are they accurate or misleading? Why? What messages do the cards send? Why is drinking alcohol treated so lightly?[B] [C]

Lead a class discussion on alcoholism and include warning signs of alcoholism. Have each student complete the checklist on Teaching Aid 45, Am I a Candidate for Alcoholism? Explain that the inventory is private and will not be shared with the class. Stress that if students identify any warning signs in themselves, they should carefully review their decisions about drinking. CRITICAL QUESTIONS: How can alcoholism affect school performance? work performance? relationships? financial status?[B]

Invite a representative from the March of Dimes, a school nurse, or a doctor to class to speak about fetal alcohol syndrome. Have students prepare questions prior to the speaker's arrival. KEY QUESTIONS: What are the hazards to an unborn child if the mother drinks alcohol? Can a newborn infant be an alcoholic? Will the baby experience withdrawal symptoms?[C]

Divide the class into groups. Ask the groups to appoint a leader. Give each group a copy of Teaching Aid 46, Making a Decision About Alcohol. Direct the leader to complete the blank areas on the teaching aid as group members suggest answers. Have each group report back to the class. CRITICAL QUESTIONS: When should one make a decision about alcohol consumption? How does peer pressure affect decisions about alcohol? Why?[C]

Have students read references on alcohol and its effects on people. Define *Driving While Intoxicated (DWI)*. Lead a class discussion regarding driving while intoxicated. Include the effects of alcohol on driving. Show Teaching Aid 47, The Limit. KEY QUESTION: How is body weight related to blood alcohol levels? CRITICAL QUESTION: Who is affected by an accident involving a drunk driver other than the driver and the victim(s)?[B]

Invite a state or local law enforcement officer to lead a class discussion on laws pertaining to DWI and tests to determine whether or not one is intoxicated. Guide students in preparing questions prior to the speaker's arrival.

Divide the class into groups. Have the groups suggest ways students can say no to drinking. Let each group report their suggestions to the class. CRITICAL QUESTIONS: Does a person need to give a reason when he or she refuses to drink? Why? How is peer pressure related to one's decision to drink?[C]

Display Teaching Aid 48, Case Studies on Alcohol Use. Have students suggest solutions to the problems in the case studies.

Lead a class discussion regarding the effectiveness of each solution.

Ask students to name drug treatment programs available to alcoholics. Point out that alcoholism cannot be cured, but it can be treated and controlled. KEY QUESTIONS: How can family and friends help an alcoholic? What attitude should family members and friends have toward the treatment of an alcoholic? What support groups are available to alcoholics and their families? (Example support groups include Alcoholics Anonymous, Al-Anon, Al-ATeen, religious community, or medical community.)

Organize a panel discussion of representatives of alcohol treatment programs to describe their programs and support for alcoholics and their families. Guide students in preparing questions prior to the speaker's arrival. After the panel discussion, summarize the programs and services available. CRITICAL QUESTION: What factors should a family consider when choosing an alcohol treatment program?

3. Drugs

Define *drug abuse*. KEY QUESTIONS: How does drug abuse differ from drug use? What are other forms of drug abuse besides use of illegal drugs?

Have students write reports about the following topics:

1) Stimulants such as cocaine and amphetamines
2) Depressants such as tranquilizers and barbiturates
3) Hallucinogens such as LSD and PCP
4) Cannabis such as marijuana and hashish
5) Narcotics such as heroin, morphine, codeine, and opium
6) Deliriants such as the fumes of chemicals used at home or in industry

Each student should include the following information: how the drug affects the body, how it affects the mind, and long and short-term consequences of its use. Have students give brief oral reports about their topics. KEY QUESTIONS: Which categories of drugs are legal? Which are the most addictive? How does addiction occur?[B] [C]

Ask students to suggest reasons people abuse drugs. CRITICAL QUESTIONS: What are some alternatives to the "high" achieved from drug abuse? How does peer pressure affect drug abuse? How does drug abuse affect relationships with family and friends? How does drug abuse affect personal finances? school performance? job performance? How is buying illegal drugs a gamble with health?

Divide the class into groups. Have groups construct flowcharts for deciding whether or not to abuse drugs. The flowcharts should be similar to the one on Teaching Aid 46, Making a Decision About Alcohol. Have each group draw its flowchart on the chalkboard. Lead a class discussion regarding the similarities and differences in the flowcharts.[C]

Ask students to bring to class print advertisements for legal drugs. CRITICAL QUESTION: What attitudes and practices toward drug use are promoted in the advertisements?

Invite a pharmacist to speak to the class on use and abuse of over-the-counter and prescription drugs. KEY QUESTIONS: Can over-the-counter and prescription drugs be abused? How? What are some guidelines for the safe use of over-the-counter and prescription drugs? How can a pharmacist promote safe use of drugs and discourage abuse? What prescription and over-the-counter drugs are most likely to be abused? What laws must a pharmacist follow in order to discourage drug abuse?

Invite a representative of a drug treatment or referral program recommended by the school counselor to speak to the class about his or her methods of deterring drug use. KEY QUESTIONS: Where is help available? What should one do if a family member or friend is a drug abuser?

Have students write essays about their reactions to one of the following statements:

1) A sense of individual responsibility could change many drug problems in the world today.
2) I'm responsible for only my actions and what others do is not my concern.
3) I have (not) changed my attitude or feeling about drugs.

Evaluate essays on communication effectiveness and content.[B]

As an FHA/HERO activity or enrichment experience, have students plan and implement a program. Have students organize a panel of parents to share concerns about drug use in society today. Possible panel members include the mayor, a minister, a principal, a teacher, a parent, and a law enforcement officer. Have students prepare written questions for a student moderator to ask panel members. KEY QUESTIONS: Who is responsible for the drug problem? Do family and religious beliefs play a role in decisions to use or not use drugs? When a celebrity or parent uses drugs, do you believe it influences others to use drugs?[B] [C]

As FHA/HERO activities or Student Occupational Activities, sponsor a poster or essay contest about saying no to drugs; plan and implement a program to teach elementary children to say no to drugs; and/or cooperate with other school organizations to organize an anti-drug rally with cheers, songs, and speeches.[C]

D. Domestic violence
  1. Child abuse

Have students read selected references regarding child abuse; then, have each student find and report on an article about child abuse. Ask students to define the following terms: *child abuse, child neglect, physical abuse, physical neglect, emotional abuse, emotional neglect,* and *sexual abuse.* CRITICAL QUESTIONS: How does abuse differ from neglect? Which types of abuse or neglect would be most difficult to prove? Why? Is physical punishment abuse?[B]

Lead students to brainstorm for characteristics they would expect child abusers to have or to exhibit. Have a volunteer list the characteristics on the chalkboard. Show a transparency of Teaching Aid 49, Parents Who Abuse Their Children. Lead a class discussion on the differences between student expectations and the profile on the transparency.

Invite a representative from the Department of Human Services (DHS) to speak to the class regarding child abuse and the role of the agency in handling child abuse cases. NOTE: If a DHS representative is not available, adapt this activity by inviting a family lawyer or counselor to speak to the class about child abuse. Guide students in preparing questions prior to the speaker's arrival. KEY QUESTIONS: What are the short-term and long-term effects of child abuse? What kind of people abuse children? What is the profile of a child abuser? What is the cyclical effect of child abuse? How is lack of knowledge about child care related to child abuse? Who is likely to identify victims of child abuse? Why do many children not report that they are being abused? If only one parent in the family is an abuser, why does the other parent often fail to report the abuse or aid the child? How does the agency handle child abuse cases? What laws are related to reporting child abuse?

Have students work in groups to identify other types of child abuse dealing with self-esteem. Allow students to share findings.

Have students read references on child abuse and neglect. Lead a class discussion on the prevention of child abuse and neglect. KEY QUESTIONS: How can child abuse be controlled? What can be done to prevent child abuse? What should one do if he or she knows of abuse or neglect that is happening?[B]

Divide the class into groups. Have each group prepare a one minute commercial to increase public awareness about child abuse. Have students provide information about how to identify abuse, how to report it, and how to prevent it. Allow each group to present its commercial to the class. As an FHA/HERO activity, select one group to prepare a public service commercial for a radio station.[C]

CONCEPTS | **LEARNING AND EVALUATION EXPERIENCES**

2. Spouse abuse

Lead a class discussion regarding the incidence of spouse abuse. Have students read resources about spouse abuse to answer the following questions:
1) Who is likely to be a spouse abuser?
2) What factors seem to be associated with spouse abuse?
3) How can spouse abuse be stopped?
4) What services are available to battered spouses?

CRITICAL QUESTIONS: What should one do if he or she knows a victim of spouse abuse? What are the likely effects of spouse abuse on children in the family?[B]

Show Teaching Aid 50, The Spouse Abuse Cycle. Lead a class discussion on the three phases of the cycle. Point out that abuse has little to do with the actions of the victim; therefore, the abuse is unlikely to stop without professional intervention in the cycle.

Lead students to brainstorm for reasons the abused spouse may remain with the abuser. Have students suggest actions the abused spouse should take. If students cannot suggest a plan of action, explain to students that the abused spouse may also lack a plan of action. A spouse abuse victim may lack knowledge of sources of aid. Suggest to students the following plan:
1) Emergency Action—Plan to leave if necessary. If attacked, defend self and leave as soon as possible.
2) Long-Range Plan—Contact a source of support such as an emergency shelter, hot line, women's organization, social service agency, community mental health center, or hospital emergency room to explore options.

KEY QUESTION: What planning and preparations would allow one to be ready to leave quickly?

3. Elder abuse

Have class members suggest ways that an elderly person may be abused or neglected. Point out that an estimated 110,000 incidents of elder abuse occur in Texas annually. The Adult Protective Services Law requires any person with reasonable cause to believe that an elderly person is being abused to report the information to the DHS. CRITICAL QUESTIONS: Why is elder abuse likely to increase in the coming years? Why may elderly persons be reluctant to report abuse?

Invite a representative of the DHS to speak about elder abuse and explain laws pertaining to elder abuse. NOTE: If a DHS representative is not available, adapt this activity by inviting a family lawyer or representative of an organization offering services to the elderly. KEY QUESTIONS: What are indicators of abuse or neglect of elderly people? What course of action does the agency take when a report of elder abuse is received? May an elderly person request protective services? How can elder abuse be reported?

Direct students to read resources about elder abuse. Have them find reasons elderly people are susceptible to possible abuse. CRITICAL QUESTION: How are the patterns of the abuser or the abused similar to the cases found in child abuse?[B]

TAC 75.83
FAMILY/INDIVIDUAL HEALTH
UNIT V

COMPETENCY: (1.5) *Concepts and skills related to world health issues.*

SUB-COMPETENCIES:

(A) *Relate the impact of technology to individual and family health.*

(B) *Identify major world health concerns.*

(C) *Describe the impact of health issues on individual, family, and the global society.*

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
V. World health issues A. Impact of technology on individual and family health	Define *technology*. Have students research advances in medical technology within their lifetimes. Give each student an index card. Have each student anonymously list the most important advancement in medical technology in his or her lifetime. Each student should write a short explanation of his or her choice. Gather the cards and read them to the class. Have a volunteer list the advances on the chalkboard. CRITICAL QUESTIONS: What effects have these advancements had on individuals? on families? How has technology changed individual and family attitudes about health? Have the numerous advances in health care technology made individual and family decisions about health care harder or easier? Why? Have students interview elderly friends or relatives to determine how medical care has changed during their lifetimes. Guide students in developing a class question guide prior to their interviews. Have students write summaries of the interviews.[C] Have students read articles about recent medical advancements, and write summaries of the articles. Also have students write paragraphs about how the advancements will affect individuals, families, and the global society in both positive and negative ways. Have each student present a brief report to the class.[B] [C]
1. Costs	As an enrichment experience, invite a health care professional who has practiced for at least five years to share with the class how medical technology advances have changed his or her career. Ask the resource person to explain how factors such as liability insurance determine the cost of health care. Have students prepare questions prior to the speaker's arrival. KEY QUESTIONS: How

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[B] = Basic Skill Reinforcement

[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	has technology positively affected the practice of medicine? How has technology negatively affected the practice of medicine? Does cost ever affect your medical decisions? How? Invite a hospital administrator or public relations representative to speak to the class about new equipment the hospital has purchased as a result of technological advances. Arrange to take students on a field trip to the hospital to see the equipment. KEY QUESTION: How has technology affected the cost of hospitalization?
2. Computers	Divide the class into groups. Have each group elect a leader. Ask groups to list ways computers could be used to maintain and improve individual and family health. Have each group select its best ideas and have the group leader share them with the class.[C] As an enrichment experience, have students tour a computer software store or invite a representative of a computer software store to class to show software that promotes good health. Examples include programs for family medical records, nutritional menu assessment, and/or health risk appraisals. KEY QUESTIONS: Which of the computer applications are on the market? How frequent does the public request such software?
3. Life span	Present information on the current expected life span as well as expected life spans in past years. KEY QUESTIONS: How has the expected life span changed? What factors may be responsible for the change? CRITICAL QUESTIONS: What personal benefits are associated with an increased life span? What personal problems are associated with a longer life span? How does an increasing life span affect society?
4. Ethics	Define *ethical decision*. Relate the term to medical care by presenting some instances in medical care when ethical decisions must be made. Example decisions include performing organ transplants, keeping a brain-dead patient alive, using extreme measures to save a premature baby, and lacking access to medical technology advances because of monetary or insurance limitations. Divide the class into groups to discuss ethical decisions related to medical technology. Have each group consider a different situation. Have elected leaders report group discussions to the class. CRITICAL QUESTIONS: What ethical decisions are involved in this situation? Who should be involved in the decision? Why? How has technology contributed to this situation? How could family members be affected by the decision made?
B. Major world health concerns 1. Hunger and overpopulation	As a Student Occupational Activity, have each student survey current periodicals and newspapers as well as watch national news broadcasts to produce a list of world health problems. Have students bring their lists to class. Lead a class discussion so that

students may share their findings. Allow a volunteer to write a list of world health problems on the chalkboard. KEY QUESTIONS: Which of the world health problems are related to food or nutrition problems? Which are related to overpopulation? Which are related to societal or cultural factors? Which are related to climate, environment, or natural resources? Which are related to economic factors? Which problems are related to other factors? What are the other factors?[B]

Have students complete Teaching Aid 51, Pretest on Food and Population. Explain that even though some of the statements may appear to be contradictory, they illustrate the complex problems of food and population.[B]

Lead a class discussion regarding the relationship of food and population. NOTE: An excellent source of information is an article entitled, "Food and Population: A Global Concern," in the Winter 1985 edition of *Journal of Home Economics*. KEY QUESTION: Why does hunger persist even though there is technology available to feed all of the world's population?

Have students view Teaching Aid 52, Countries with Caloric Surpluses or Deficiencies. Have students study the chart and distinguish between developed and developing countries. KEY QUESTIONS: What does it mean when a country's per capita calorie supply is below 100 percent? above 100 percent? Are the countries with calorie surpluses developing or developed countries? What generalization can one make about where hunger usually occurs? What appears to be the relationship between caloric supply and infant mortality? How is caloric supply related to life expectancy? Do countries with caloric surpluses have any hunger problems? Why?

Have students locate and read current articles on aid for world hunger. Have students give brief oral reports on articles.[B] [C]

Have students research hunger and malnutrition in the United States. Areas especially affected are urban areas, specific regions such as Appalachia, and rural areas. Have students prepare written reports detailing their findings. Reports should compare hunger in the United States with hunger in other parts of the world, including Third World countries. NOTE: Evaluate the reports on content and students' abilities to communicate effectively. Lead a class discussion on the findings.[B]

As an enrichment experience, invite a representative of an organization that offers aid to the hungry to share his or her experiences with the class. Guide students in preparing questions prior to the speaker's arrival.

As an FHA/HERO activity, organize an effort to collect food for the community's emergency food sources, or have students plan a campaign to increase awareness of world hunger in the school. Have students plan the campaign around World Food Day, October 16 each year. Have students make posters, write news articles for school and community newspapers, create international food exhibits, sponsor international speakers, and eat typical meals of Third World countries.[B] [C]

2. Communicable diseases

Review information studied earlier about communicable diseases. Divide the class into groups. Have each group elect a leader to coordinate and record the discussion. CRITICAL QUESTIONS: Why are people in developing nations more likely to be affected by infectious diseases than people in developed nations? How is the incidence of communicable diseases related to sanitation? to nutrition? to housing standards? to personal hygiene? to knowledge about health? to access to health care? to water? to insect and rodent control? to overpopulation?[C]

Divide the class into groups. Have groups pretend they are Peace Corps workers in a developing nation. Ask them to develop a list of practices they would recommend to residents in order to slow the spread of communicable diseases. Direct each group to write its recommendations for a presentation to the class. CRITICAL QUESTIONS: Are the residents likely to follow the recommendations? Why? What factors are beyond the control of individual residents?[B] [C]

As an FHA/HERO activity, plan to observe World Health Day, April 7 each year. Have students plan an awareness project to aid an organization offering actual assistance to populations with critical health needs.

3. Pollution

Define *pollution* as any substance or energy that contributes to the development of undesirable environmental effects. Have a volunteer list the following types of pollution on the chalkboard:

1) Air
2) Water
3) Noise
4) Environment (land)
5) Radiation

Ask students to name substances responsible for each type of pollution.

Divide the class into groups. Assign each group one of the types of pollution mentioned in the previous activity to research. Provide references for students to locate the following information:

1) What are the prime sources of the pollutant?
2) How does the pollutant affect health?

3) How can the pollution be controlled?
4) What laws limit the pollution?

Have each group elect a leader to record information the group locates. Ask leaders to report to the class about their assigned topics. KEY QUESTIONS: How is the problem of pollution related to human progress? to technological development? What are some examples of things that create pollution, but have positive effects as well? CRITICAL QUESTIONS: How can an individual help alleviate pollution? Why do some industries not voluntarily institute strict standards to control pollution?[B] [C]

As an FHA/HERO project or a Student Occupational Activity, contact the Department of Highways and Public Transportation and have students become involved in the Adopt a Highway project. Have students list the items discarded along the highway and research to learn about the amount of time it would take for the items to disintegrate.[B]

C. Impact of health issues on individual, family, and the global society

Hang a world map on the wall. Have students suggest the areas of the world that seem to be most affected by the following world health problems: hunger, overpopulation, communicable diseases, and pollution. KEY QUESTIONS: Which problems are associated with developed nations? with developing nations? If a problem is limited to an area of the world, does it influence other parts of the world? How? CRITICAL QUESTIONS: What is meant by the term global village as applied to the world? How have you been personally affected by world health issues? How do immediate news reports of world health issues affect us?

Have students complete Teaching Aid 53, Health Decisions: Who Wins and Loses? Lead a class discussion about each situation described on the teaching aid. Have students consider the results of each situation. Remind students that in some situations positive choices may indirectly create beneficial situations for other people. Have students identify other winning/losing situations that affect themselves and other people. KEY QUESTIONS: How do individual decisions about world health issues have global effects? Which is most important, individual freedom or the common good? Why? How are trade-offs involved in world health decisions? What are examples of the government becoming involved in decision making on some world health issues? (Examples include school districts' requiring immunizations and rulings by the Environmental Protection Agency.)

TAC 75.83
FAMILY/INDIVIDUAL HEALTH
CAREER OPTIONS AND ADJUSTMENTS

COMPETENCY: (a.7) *Concepts and skills related to career options and adjustments.*

SUB-COMPETENCIES: (A) *Relate personal characteristics to the appropriate career(s) addressed within each home economics course.*

(a.2.A) *Identify employment opportunities and preparation requirements in the chosen field.*

(B) *Describe management practices facilitating individuals assuming multiple roles.*

(C) *Discuss demands and rewards in relation to personal and family life.*

(D) *Demonstrate effective money management.*

CONCEPTS

VI. Career options and adjustments
  A. Personal characteristics needed for health careers
    a.2.A Employment opportunities and preparation requirements

LEARNING AND EVALUATION EXPERIENCES

NOTE: In situations where both Family/Individual Health and Families with Special Health Needs courses are offered on a campus and taken by the same students, it is recommended that the Career Options and Adjustments unit in the Family/Individual Health course focus more on careers related to personal wellness, health care, and world health. The Families with Special Health Needs course should focus more on careers related to family adjustments and care for the handicapped, disabled, or elderly.

Have students bring classified advertisement sections of newspapers to class or consult newspapers in the school library to investigate available family/individual health careers. Divide the class into groups. Have each group elect a leader. Assign each group to review the "help wanted" section of the newspaper and make a list of possible family/individual health careers. Ask group leaders to report findings. Enlist a volunteer to write the careers on the chalkboard. After the last report, allow groups to add additional careers they have identified. KEY QUESTIONS: Which jobs are professional? technical? entry level? Are jobs available in health care fields? What are the working environments for most of the jobs?[C]

Have students draw numbers (from one to the number of persons in class). Allow each student, beginning with the person who

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[B] = Basic Skill Reinforcement
[C] = Common Essential Element

draws number one, to choose a job from those listed on the chalkboard in the previous activity. Have each student prepare a written report about the job including the following information:

1) Duties
2) Training required
3) Salary
4) Personal qualities needed
5) Skills needed
6) Opportunities for advancement

Have each student present an oral report to the class about the chosen job.[B] [C]

Define the term *entrepreneur*. Have students look over the list of careers previously prepared and identify careers in which entrepreneurial opportunities may exist. KEY QUESTION: What entrepreneurial opportunities exist in the family/individual health field?[C]

As an FHA/HERO activity, have students invite a panel of entrepreneurs in family/individual health careers to describe their work experiences and requirements for employment.[C]

Have the class meet in the school library. Ask the librarian to make a presentation on sources of job information. Have the librarian show actual materials that can help an individual research job opportunities.[C]

Divide the class into two groups. Have each group elect a leader. Give one group the task of designing a list of personal characteristics important in any job, such as personal health, friendliness, a positive attitude, energy, flexibility, cooperation, reliability, responsibility, willingness to learn, and loyalty. The second group should design a list of personal characteristics important in careers in family/individual health, such as caring, concern about welfare of others, patience, understanding, acceptance, and attention to detail. Have each group present its list to the other group. CRITICAL QUESTIONS: Do attitudes needed for success in a family/individual health career differ from attitudes needed for success in other career fields? How? What attitudes might mean failure in a family/individual health career? Will possession of the identified personal characteristics ensure career success? Why? How can desirable traits be obtained?[C]

Ask students to suggest definitions for *skill*. Name the many skills necessary in health careers. Lead a class discussion on those skills in class. KEY QUESTIONS: Why are good work habits needed? communication skills? interpersonal skills? emotional control? accuracy? documentation skills? ability to think and act quickly? math skills? How can these skills be developed?[C]

Invite several different family/individual health employees to form a panel and speak to the class on the training necessary to practice their jobs. Have panel members address how to obtain required certificates or licenses.[C]

Have each student write a paper evaluating his or her personal characteristics and skills in relation to choosing a family/individual health occupation.[B]

Ask students to complete a job application for a job related to family/individual health. Have students use the job application form on Teaching Aid 54, Application for Employment. Review the applications in class and select three that relate most to family/individual health jobs. KEY QUESTIONS: Why do these applications relate to family/individual health jobs more than the others? How might one improve his or her application for a job in a health career? What are some guidelines to follow when applying for a job and filling out the application? What information should one include on the application?[B] [C]

Ask a principal, counselor, or guest from business to serve as an interviewer. Invite students who had the three applications chosen in the previous activity to apply for a job relating to family/individual health. After the three have been interviewed, allow the class to critique the interviews. This activity could be used to interest students in an FHA/HERO STAR event entry.[C]

As an FHA/HERO activity, have students sponsor a community Health Careers Fair.

As a Student Occupational Activity, have students interested in family/individual health careers plan a method to choose training for the career. Have students obtain and analyze materials on several schools offering training and have them make hypothetical decisions about their training.[C]

B. Management practices facilitating individuals assuming multiple roles

Explain the term *multiple roles* in relation to workers. Ask students to name the multiple roles a worker may have. KEY QUESTIONS: What roles do you now have? Do you ever experience conflict? How do you handle conflict? CRITICAL QUESTIONS: How do multiple roles cause conflict? complement each other?[C]

Divide the class into groups. Have each group elect a leader. Direct half the groups to discuss ways planning can help in successfully assuming multiple roles. The other half of the groups should discuss ways communication can help in successfully carrying out multiple roles. Have each group's leader report to the class. Lead a class discussion on the groups' findings.[C]

Divide the class into two groups. Give each group copies of Teaching Aid 55, Managing Multiple Roles. Have students role play the situations to find answers to problems described on the teaching aid. Lead a class discussion on the role plays. CRITICAL QUESTIONS: Is there more than one way to solve a problem? How does one determine the best way?[C]

Have students prepare questions to ask in interviews with people who carry out multiple roles. Have each student interview one person, preferably a person in a family/individual health career. Assign each student to make a brief oral report to the class emphasizing strategies the interviewee uses to cope with multiple roles.[B] [C]

Divide the class into groups. Have each group consider different tasks the following different families would have to plan for as the family members pursue their many roles. Different tasks could include types of household tasks, family related tasks, and time management tasks. Example families include the following:

1) A married couple with a preschool child and a school-aged child
2) A single person
3) A couple with no children

Have each group report the tasks they have identified to the class. CRITICAL QUESTIONS: How do the tasks differ? How are they similar?[C]

Ask students to identify ways being healthy and well would prepare them for assuming multiple roles. KEY QUESTIONS: How would the proper amount of sleep affect your assuming multiple roles? How would good nutrition affect your assuming multiple roles? How is the carrying out of multiple roles affected by a positive mental attitude? good physical fitness? emotional stability? mental alertness?[C]

Lead a class discussion about how the health of other family members can affect an individual's job performance. CRITICAL QUESTIONS: How can these effects be controlled? What are some ways of dealing with health problems? What are some role adjustments family members may have to make?[C]

C. Demands and rewards of health careers

Write the following four headings on the chalkboard: physical demands, mental demands, social needs, and emotional demands. Have students suggest needs and demands placed on a person who has a job in a family/individual health occupation and list them under the appropriate categories. Next, have students identify rewards an individual may receive in this occupation. CRITICAL QUESTIONS: Are the demands of a career in family/individual health different from demands in other careers?

Why? Do rewards differ? Why? Do the rewards outweigh the demands? Why?[C]

Divide the class into four groups. Have two groups plan and present skits showing how an occupation in family/individual health can enrich personal and family life. Have the other two groups plan and present skits showing how an occupation in family/individual health can strain personal and family life. CRITICAL QUESTIONS: How does a career in family/individual health strain personal and family life? How can the individual or family cope with the strain? How does a career in family/individual health enrich personal and family life?[C]

Invite several persons in careers related to family/individual health to speak to the class on the effect of their jobs on their personal and family lives. Guide students in preparing questions prior to the speakers' presentations. KEY QUESTIONS: What are the positive effects? What are the negative effects? How have you and your family coped with strains produced by your career? How have you and your family been enriched by your career?[C]

D. Effective money management

Have students use resources to review job benefits. Include items such as parking, transportation, and relocation expenses. Lead a class discussion on the resources reviewed. KEY QUESTIONS: How can paid parking and transportation be classified as a job benefit? What benefits are included in relocation expenses? Why are benefits important when considering a career?[B] [C]

Define *cost of living*. Lead a class discussion regarding the differences in the cost of living in various geographical locations. Discuss the importance of cost of living when making career decisions. Use Teaching Aid 56, Cost of Living, as a guide. Have students consider costs of local housing, food, utilities, transportation, medical care, taxes, and/or services. If information is available, have students consider the same cost of living factors in other locales for comparison with local figures. KEY QUESTIONS: What impact would cost of living have on career decisions? When could a small salary result in a higher standard of living?[B] [C]

Invite a company personnel manager from a personnel agency to speak or provide students references to point out examples of employee benefits that would focus on personal and family needs. Examples include counseling services, child care, recreation/wellness programs, staff development programs, and educational incentives. Address current benefit trends and the ultimate benefits to the employer and family. KEY QUESTIONS: How could provision of these benefits improve family life? work performance? Why would an employer consider it financially advantageous to provide these benefits? Which of these benefits are common in various careers related to health? Why?[C]

Using resource materials, have students write reports about the financial and fringe benefits of employment. Include items such as insurance, uniforms, housing, meals, transportation, travel expenses, and employee expenses. Evaluate students' papers on effectiveness of communication skills and content. KEY QUESTIONS: How do fringe benefits affect total salary? How can fringe benefits influence a person considering a job? Why is it important to weigh the fringe benefits of one job against those offered by another?[B] [C]

Explain hidden costs of employment. Sample employee hidden costs include the following: initial requirements for additional education/training, periodical professional development requirements, professional organization memberships, license requirements (initial and renewal), work space, clothes, business expenses (telephone, supplies, travel, and entertainment), equipment/tools, unsupplied uniforms, required availability of car/transportation, and inventory. Have students investigate health careers to determine the hidden costs to employees. KEY QUESTIONS: What is meant by the quote "It takes money to make money?" Are the hidden costs identified likely to vary widely from employer to employer within the same career? Why? Which costs identified could ultimately be paid by the employer and, therefore, become a benefit? How could a job's hidden costs affect job selection? personal money management?[C]

TEACHING AID SECTION

Characteristics of a Healthy Person

Good health is easily revealed in one's behavior, actions, and appearance. The following activities will help you recognize the characteristics of a healthy person and evaluate your own personal health status.

Write the characteristics of a healthy person for each of the categories below.

Posture

Weight

Skin

Hair

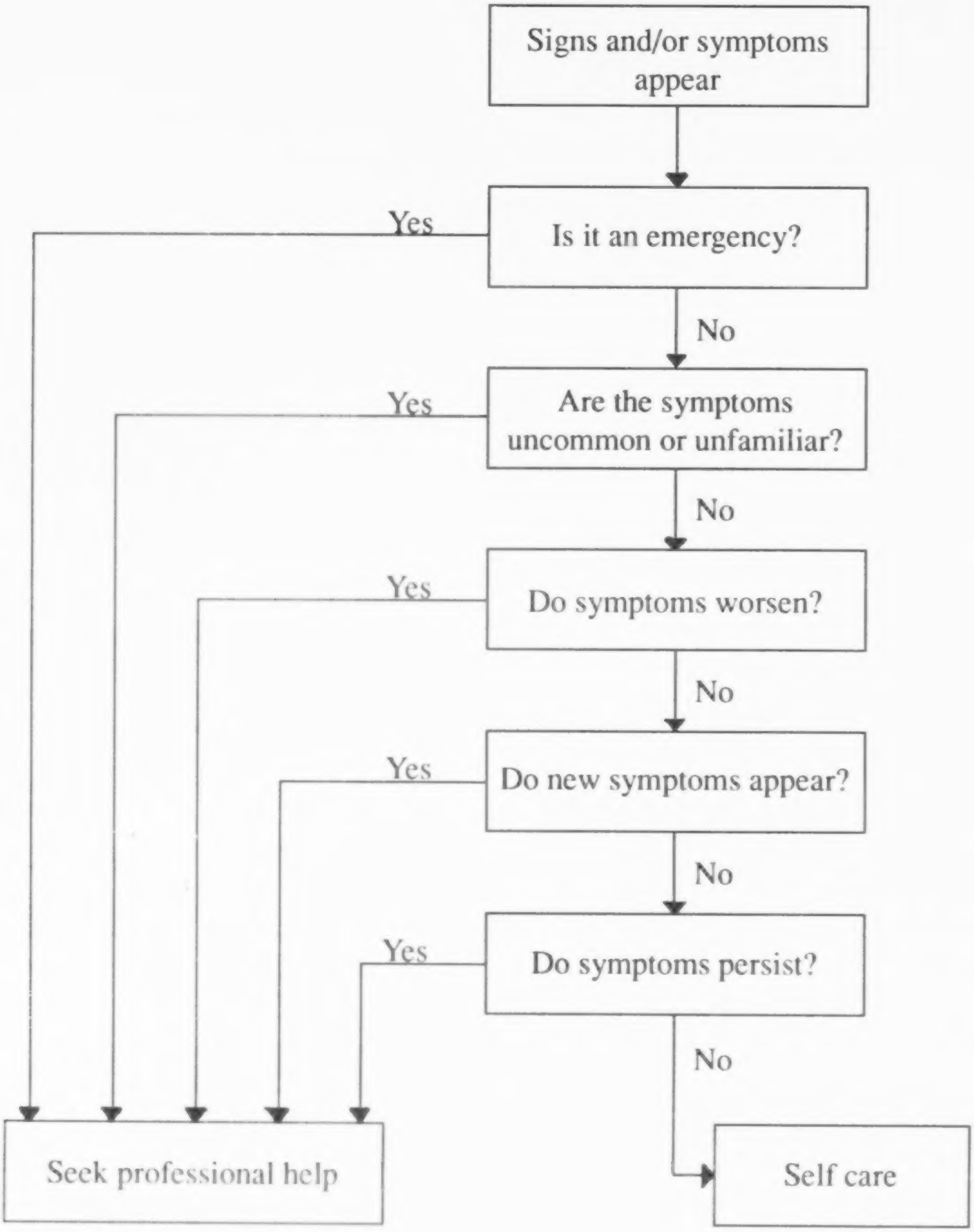
Eyes

Attitude

Behavior

TA 2

Seek Help or Not?


Signs and/or symptoms appear
Is it an emergency?
Yes
No
Are the symptoms uncommon or unfamiliar?
Yes
No
Do symptoms worsen?
Yes
No
Do new symptoms appear?
Yes
No
Do symptoms persist?
Yes
No
Seek professional help
Self care

Physician Selection Case Study

Prepare case studies of friends' and relatives' physician choices using the following sample case study and interview guide. Present case studies to the class for discussion. Students should answer the following questions in their presentations:

- Were wise decision-making practices used?
- How could the process of choosing a physician be improved?

Sample Case Study

Paul Richardson, age 25, is a junior high teacher. His primary care physician is a general practitioner he chose when he was ill. The most influential factor in his selection was a friend's recommendation. The close proximity of the doctor's office to his home was a secondary factor. He also was influenced to continue seeing his physician by her knowledgeable and comforting manner on his first visit. He did not check the doctor's credentials or fees. Paul characterized his physician-patient relationship as warm and friendly. He likes the fact that she gives a quick overall physical at each visit. A factor he dislikes is that she accepts patients without appointments, which makes the office seem like a free clinic with less than quality service.

Interview Guide

1. What one factor was most influential in your choice of a doctor?
2. What type of doctor is your primary physician? (Examples include the following: gynecologist, internist, or family practitioner.)
3. Did the doctor's manner and personality influence your decision to return to him or her?
4. Did the distance of the doctor's office from your home have an influence?
5. Did friends' and neighbors' recommendations influence your decision?
6. Did the hospital in which your doctor practices influence your decision?
7. Did the office visit charges influence your decision?
8. Did you ask about charges before choosing your doctor?
9. Did the fact that the doctor was not a member of a group practice influence your decision?
10. Did ease in getting an appointment influence you?
11. Did you choose your doctor when you were sick or well?
12. Did you check your doctor's credentials?
13. Do you know where he or she completed his or her residency?
14. Is he or she board certified?
15. Describe your relationship with your doctor.
16. What do you like about your doctor?
17. What do you dislike about your doctor?

TA 4

How Do You Rate?

Because wellness is largely determined by personal behavior, individuals can set and work toward wellness goals.

Are you a "10" when it comes to wellness? Identify current and desired levels of wellness. Answer each question below by circling the number you think describes where you are on the wellness scale. Think about where you want to be. Put an X on that number.

Junk Food Janice	**How nutritious is your diet?** 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10	Nutritious Nathan
Lazy Leonard	**How physically fit are you?** 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10	Fantastically Fit Francine
Self-centered Sue	**How concerned are you about others?** 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10	Helpful Harry
Nervous Ned	**How well do you handle stress?** 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10	Calm Calvin
Reckless Robert	**How concerned are you with safety?** 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10	Safety-conscious Sam
Depressed Donna	**How good do you feel about yourself socially? emotionally?** 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10	Happy Harry
Hard-hearted Heidi	**How much do you care about the feelings and well-being of others?** 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10	Sensitive Sally
Irresponsible Irwin	**How much personal responsibility do you take for your actions?** 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10	Responsible Rita

What personal goals would you like to set?

How could you work toward these goals?

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Factors That Influence Health and Wellness

Less Control **More Control**

Heredity ═══ **Environment** ═══ **Health Care Systems** ═══ **Lifestyle**

Personal Health Habits

Read each case study. List the good and poor health habits in the appropriate columns. For each poor health habit, write the improvements needed.

Case Study	Habits		Improvements Needed
	Good	Poor	
1. Suzi is playing baseball and her mother calls her to dinner. She immediately runs into the house, throws her baseball mitt down on the table by her plate, and sits down at the table to eat the meal. After rushing through her meal, she grabs her mitt and runs back outside to finish the ballgame.			
2. Juan got out of bed late this morning because he went to bed late. He rushed to get to school by 8:30 a.m. and did not have time to eat breakfast or brush his teeth. At lunch he went to the vending machine to get a soft drink and a candy bar.			
3. Mark has been under pressure to complete two projects and also to study for semester exams. He has been staying up until 2:30 a.m. to complete his work. As a result he has started smoking cigarettes because he thinks they help him relax and get through the day.			
4. Bill went to a party on Friday night and some of his friends were drinking alcohol. They persuaded Bill to join in on a drinking game with them while playing pool.			

TA 6b

Case Study	Habits		Improvements Needed
	Good	Poor	
5. Margie has gained fifteen pounds and has heard about a new liquid protein diet. She has decided to try it. She is very proud to have lost ten pounds in one week but has little energy and cannot perform her cheerleader routines. She missed cheerleader practice twice during the week because she felt sick.			
6. Maria plays tennis every day after school. She gets at least eight hours of sleep a night and jogs two miles in the mornings. Today after school Maria is going to her family physician for her first physical examination in four years.			
7. Shelly goes directly home after school and lies down on the couch with a bag of chips and a soft drink to watch her favorite television show. After supper she goes to her bedroom to do her homework. She goes to bed at 10:00 p.m. and gets up at 7:00 a.m. the next morning to go to school.			

TA 7

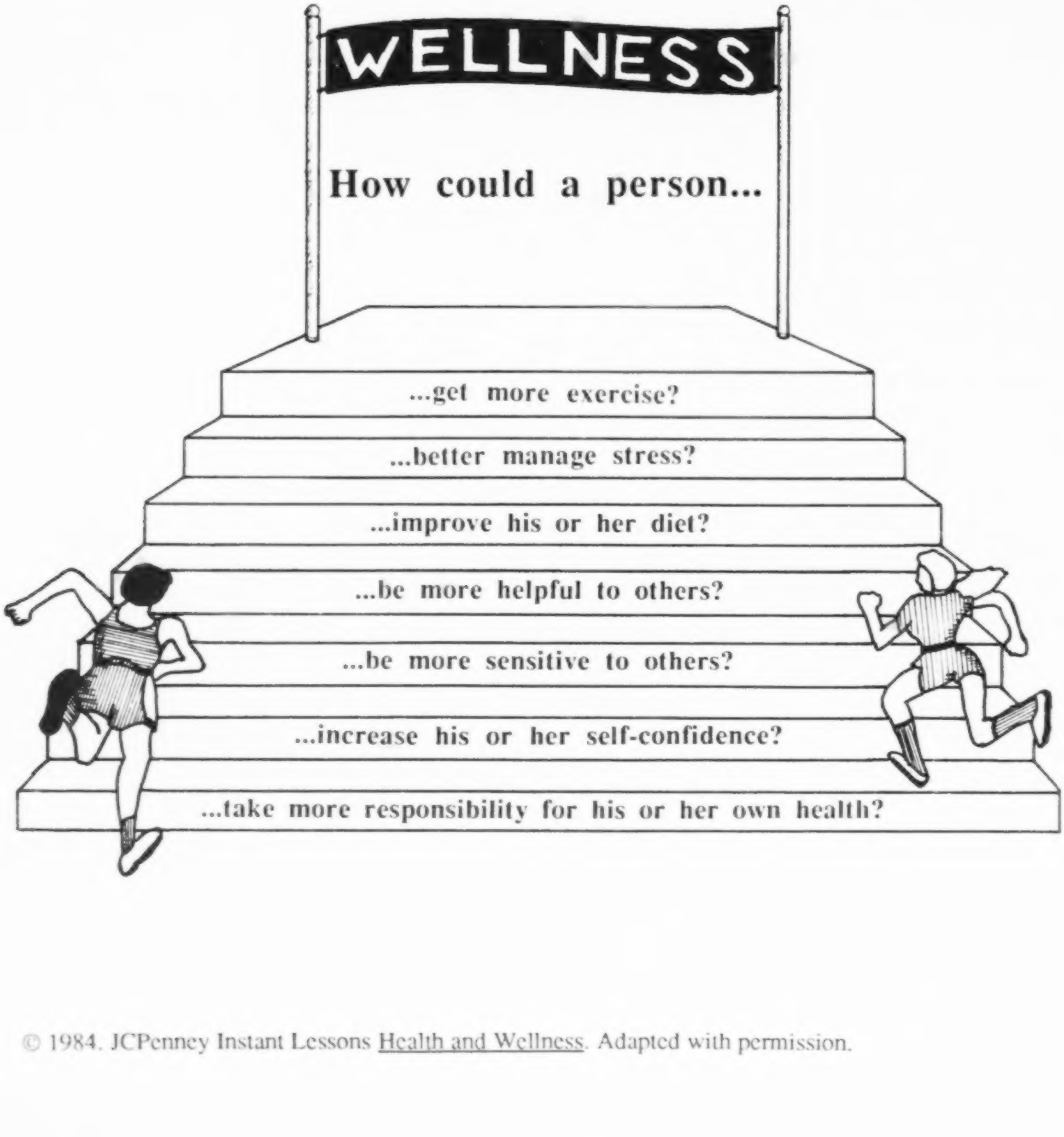
Habits and Tasks for Physical Health

List habits and tasks that promote physical health in the first column. Indicate how frequently you perform each habit or task by checking the appropriate column—Always, Sometimes, Seldom, or Never. Also indicate how often (daily, twice daily, weekly, etc.) each habit or task is performed.

	Performance Frequency				
Health Habits/Tasks	Always	Some-times	Seldom	Never	**How Often**

Steps to Wellness

Answer the following questions to identify steps to follow in achieving wellness.



How could a person...

...get more exercise?

...better manage stress?

...improve his or her diet?

...be more helpful to others?

...be more sensitive to others?

...increase his or her self-confidence?

...take more responsibility for his or her own health?

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TA 9

Teen Life-Change Event Scale

On the scale below, circle the number opposite any change that has occurred in your life in the past year. Add up the value of your life-change events. Scores on the scale below vary somewhat by age and sex. The average score ranges from 400 to 500 life-change units. Compare yourself with these averages to see if you have experienced more or fewer life changes in the past year than other teens.

Life-Change Event	**Life-Change Unit**
1. Death of a parent	98
2. Brother or sister dying	95
3. Close friend dying	92
4. Parents getting a divorce or separated	86
5. Failing one or more subjects in school	86
6. Being arrested by the police	85
7. Flunking a grade in school	84
8. Family member (other than yourself) having trouble with alcohol	79
9. Getting into drugs or alcohol	77
10. Losing a favorite pet	77
11. Parent or relative in your family (other than yourself) getting very sick	77
12. Losing a job	74
13. Breaking up with a close girlfriend or boyfriend	74
14. Quitting school	73
15. Close girlfriend getting pregnant	69
16. Parent losing a job	64
17. Getting badly hurt or sick	64
18. Hassling with parents	63
19. Trouble with teacher or principal	63
20. Having problems with any of the following: acne, overweight, underweight, too tall, too short	63
21. Starting a new school	57
22. Moving to a new home	51
23. Change in physical appearance (braces, glasses)	47
24. Hassling with brother or sister	46
25. Starting menstrual period (for girls)	45
26. Having someone new move in with your family (grandparent, adopted brother or sister, or other)	35
27. Starting a job	34
28. Mother getting pregnant	31
29. Starting to date	31
30. Making new friends	27
31. Brother or sister getting married	26

Reprinted from Yeaworth, R.C., York, J., & Hussy, M.A. (1980). The development of an adolescent life change event scale. Adolescence, 15(57), 92-98 by permission of the primary author.

Role Plays of Stressful Situations

- ✶ A high school student has been "dropped" by his/her girlfriend/boyfriend of two years.
- ✶ A high school athlete must do well on semester tests in order to be eligible to continue in the activity.
- ✶ A student's parents have suddenly announced they are getting a divorce.
- ✶ A senior student's father receives a job transfer, and the family must move to another state.
- ✶ A student is taking difficult courses and feels overloaded.
- ✶ A student is being pressured by peers to experiment with drugs.

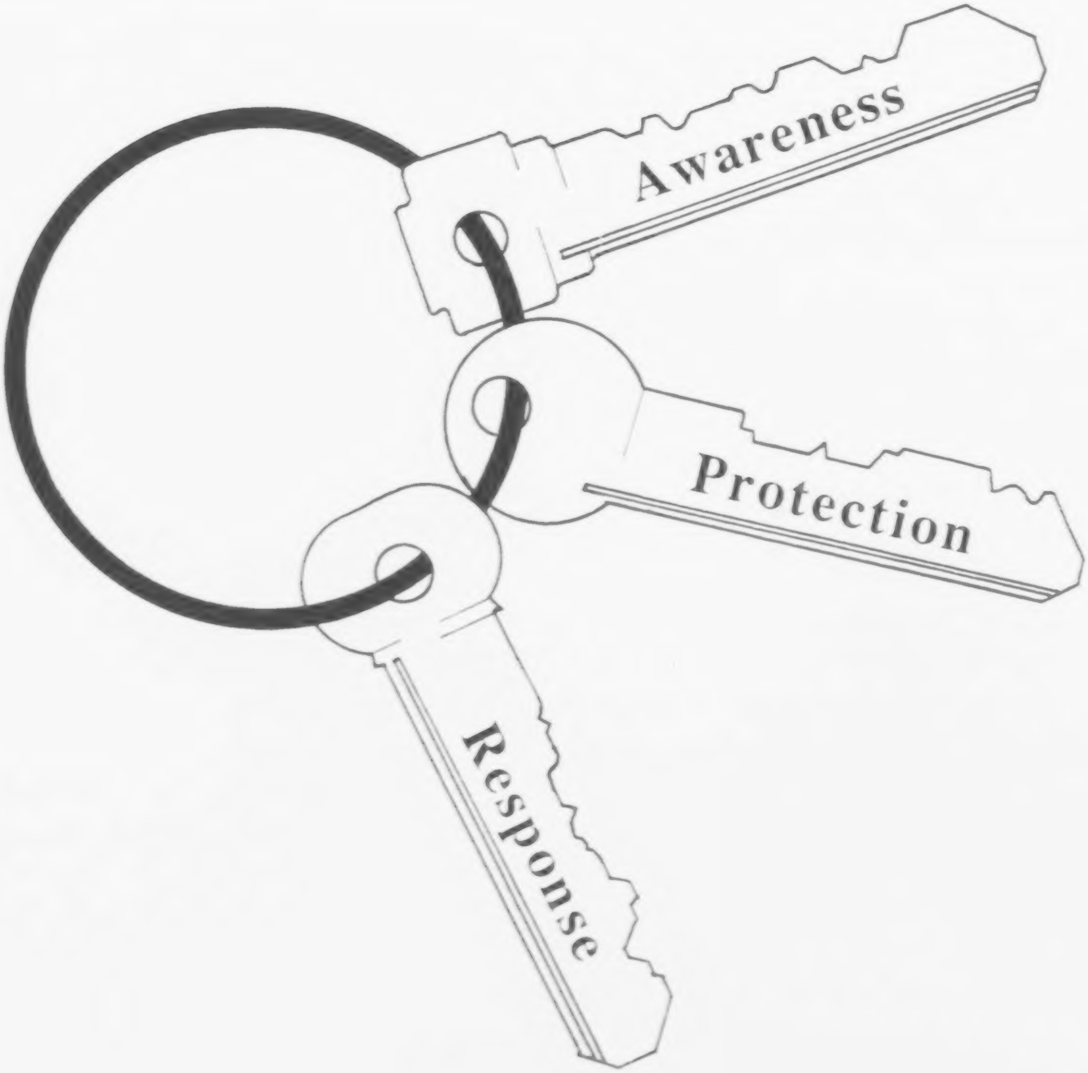
MATH
ENGLISH
LITERATURE
HISTORY
SCIENCE

TA 11

The Family Life Cycle

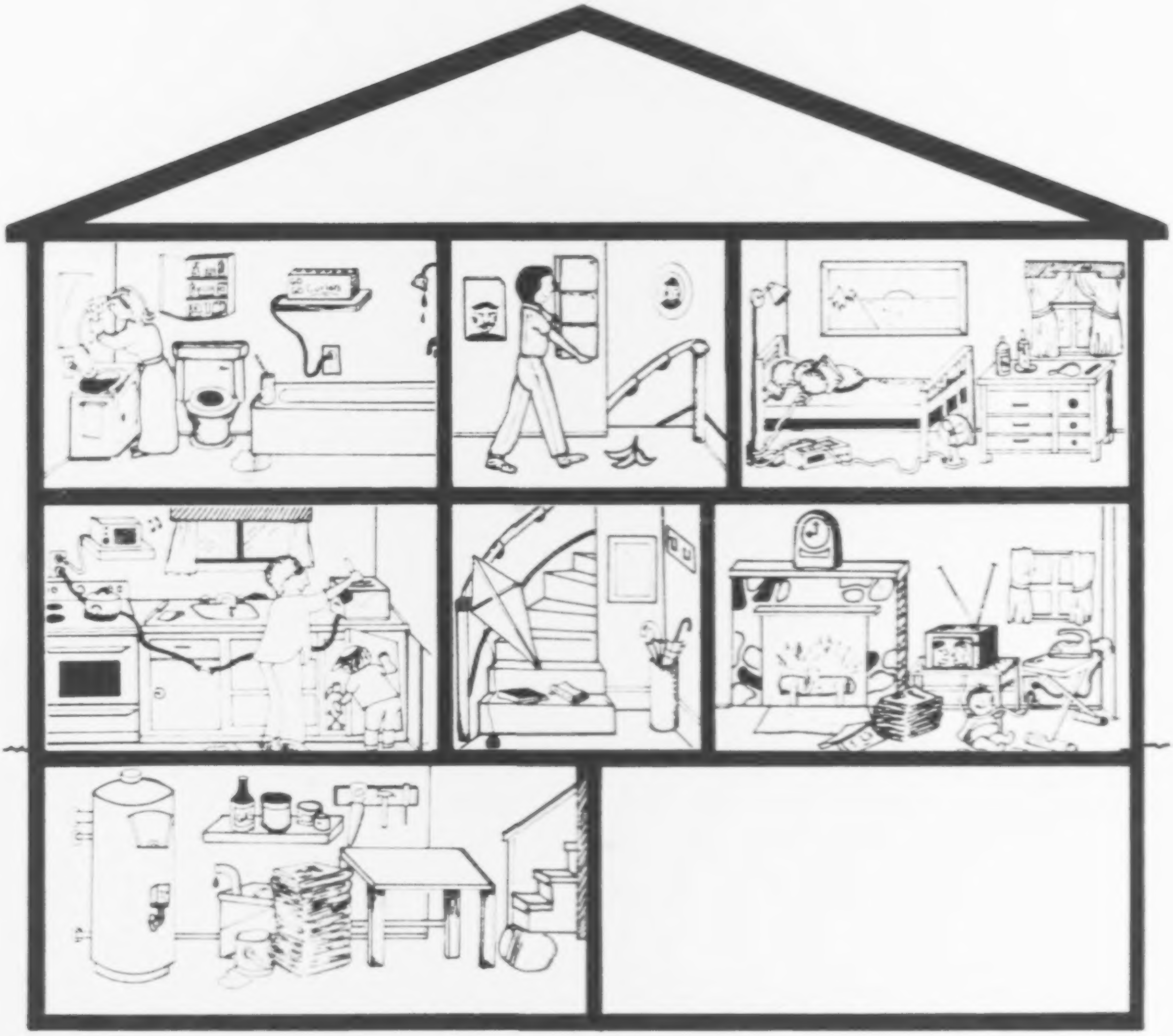
Beginning Stage	Stage 1: Married couple, no children
Expanding Stages	Stage 2: Couple with children up to 30 months Stage 3: Couple with oldest child between 2 1/2 and 6 years
Developing Stages	Stage 4: Couple with oldest child between 6 and 13 years Stage 5: Couple with oldest child between 13 and 20 years
Launching Stage	Stage 6: The time when the oldest child leaves home until the last child leaves home
Middle Years	Stage 7: The time when children leave home until the couple retires
Aging Years	Stage 8: The time of retirement until death of both spouses

The Keys to Controlling Accidents

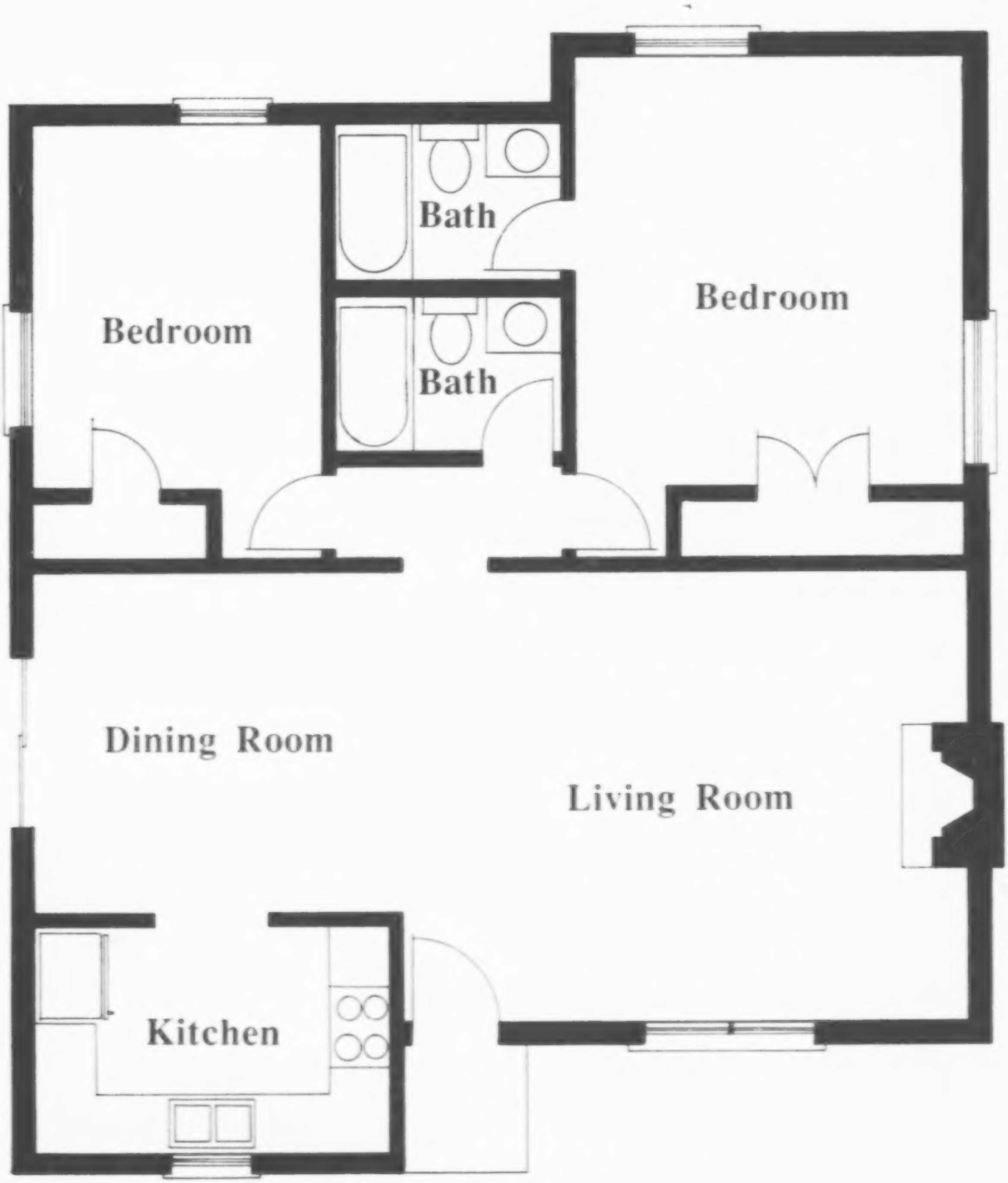

Awareness
Protection
Response

Home Safe Home?

DIRECTIONS: Identify the potential safety hazards illustrated in the house below.



Home Floor Plan

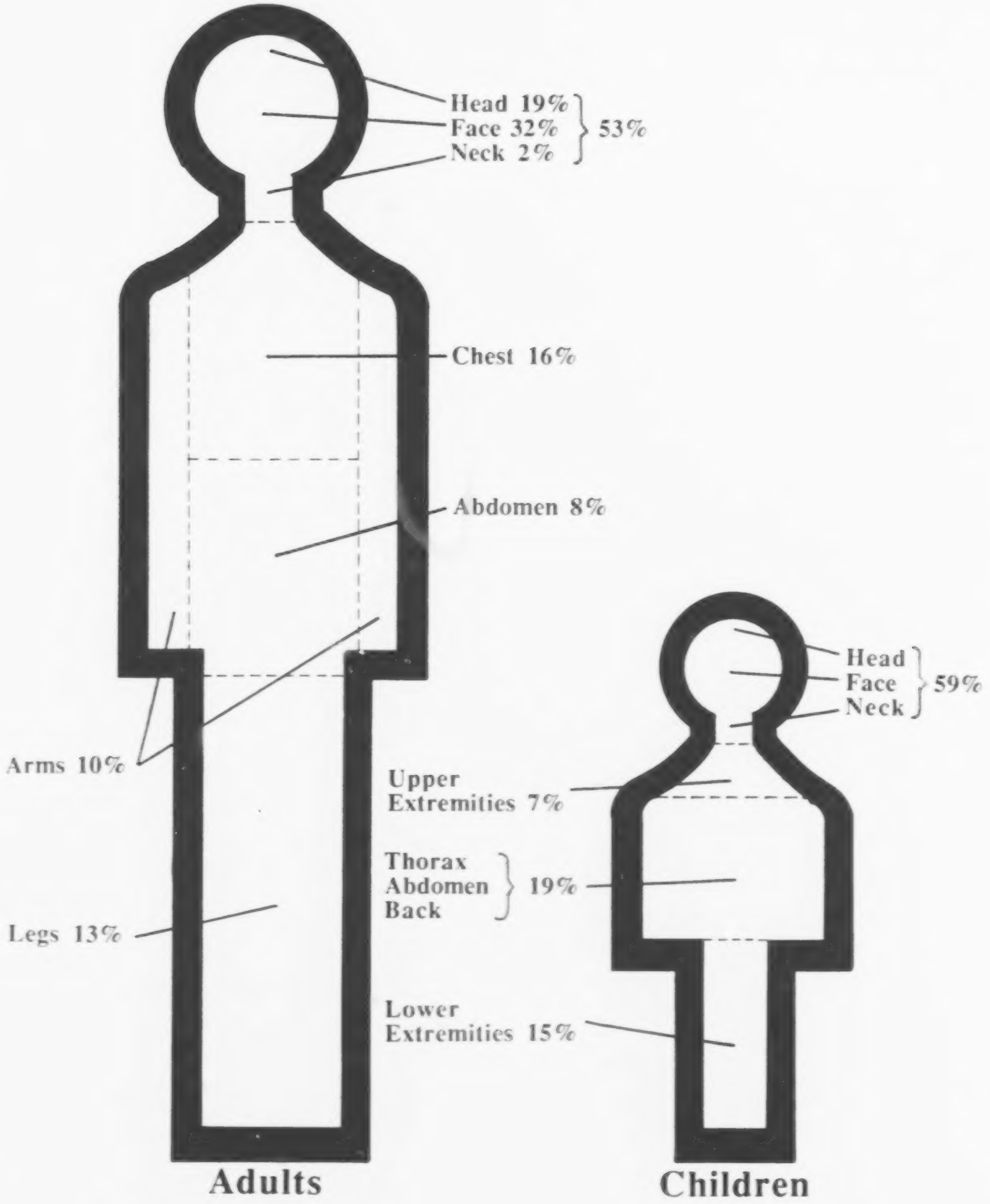

Bath
Bath
Bedroom
Bedroom
Dining Room
Living Room
Kitchen

TA 15

Fire Prevention Checklist

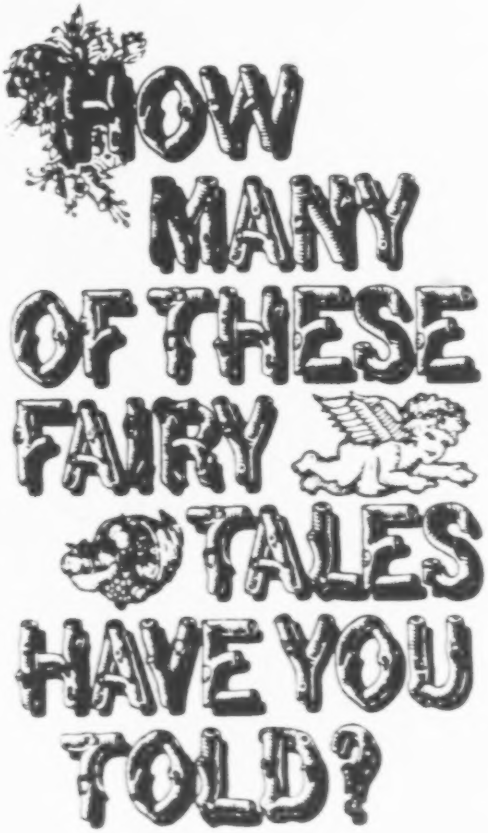
	Yes	No
Is the smoke detector installed and working properly?		
Is electrical equipment away from walls, curtains, and other flammable materials?		
Are portable heaters in good repair and away from flammable materials?		
Is rubbish cleaned out and stored in proper trash cans?		
Are oily rags stored in closed metal container(s)?		
Are combustible materials stored outside of the house?		
Are flammables away from furnace, fireplace, or other heat sources?		
Is outdoor electrical equipment weatherproofed?		
Are electrical cords in good repair?		
Are electrical plugs in good repair?		
Is electrical wiring overloaded?		
Are large appliances and televisions grounded?		
Are correct-sized fuses being used?		
Is the range clean and free from grease?		
If there is a gas range, are there any gas leaks?		
Is the furnace in good repair?		
Is the chimney clean and free from combustible materials?		
Is there a screen over the fireplace opening?		
Is the dryer free of lint?		
Is debris cleared from the yard?		

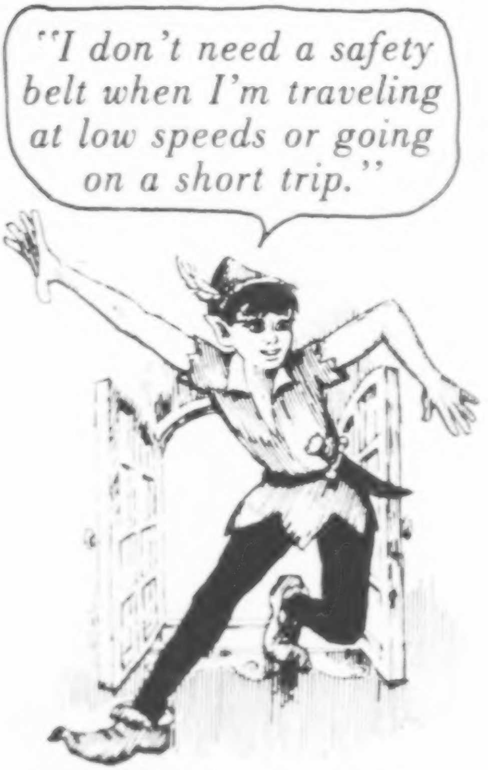
Injuries in Traffic Accidents


Head 19%
Face 32%
Neck 2%
53%
Chest 16%
Abdomen 8%
Arms 10%
Legs 13%
Adults
Head
Face
Neck
59%
Upper Extremities 7%
Thorax
Abdomen
Back
19%
Lower Extremities 15%
Children

TA 17 a

HOW MANY OF THESE FAIRY TALES HAVE YOU TOLD?



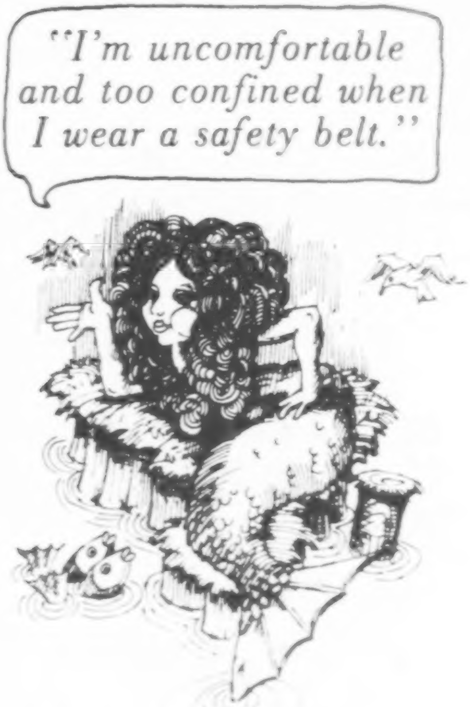

"I don't need a safety belt when I'm traveling at low speeds or going on a short trip."

You can't believe every story flying around these days. The truth is that *all* driving can be dangerous.

More than 80 per cent of all accidents occur at speeds less than 40 mph. Fatalities involving non-belted occupants of cars have been recorded at as low as 12 mph. That's about the speed you'd be driving in a parking lot.

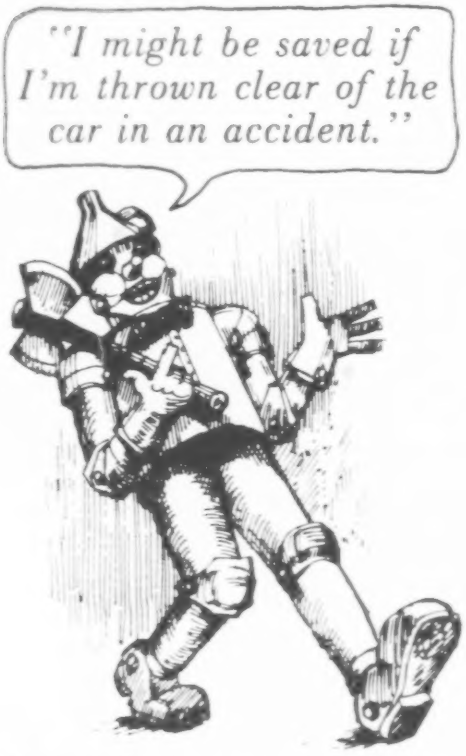
Three out of four accidents causing death occur within 25 miles of home. Belt up before driving to your shopping center — just as you would for a long trip.

Reprinted from Adams, J.B. (1982, September). How many of these fairy tales have you told? Austin, Texas: Texas Department of Public Safety in cooperation with State Department of Highways and Public Transportation by permission of the director.


"I'm uncomfortable and too confined when I wear a safety belt."

Belts are designed to allow you to reach necessary driving controls, and the newer shoulder belt retractors give you even more freedom. When reaching for things that will take you away from the steering wheel, it's safer to pull off the road or ask your passenger to help.

You'll probably find that any initial discomfort caused by safety belts soon goes away. Eventually, you may even feel *more* comfortable wearing safety belts.


"I might be saved if I'm thrown clear of the car in an accident."

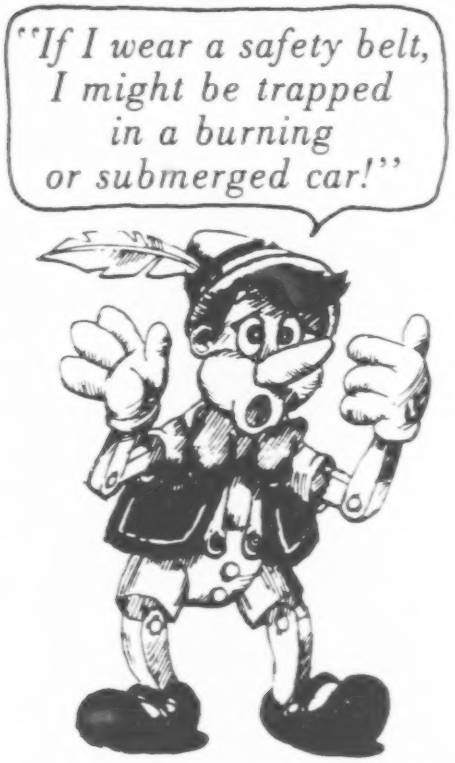
Rubbish! The fact is that your chances of being killed are almost 25 times greater if you're thrown from the car. The forces in a collision can be great enough to fling you as much as 150 feet — about 15 car lengths.

Safety belts can keep you from

- plunging through the windshield
- being thrown out the door and hurtled through the air
- scraping along the ground
- being crushed by your own car

In almost any collision, you're better off being held inside the car by safety belts.

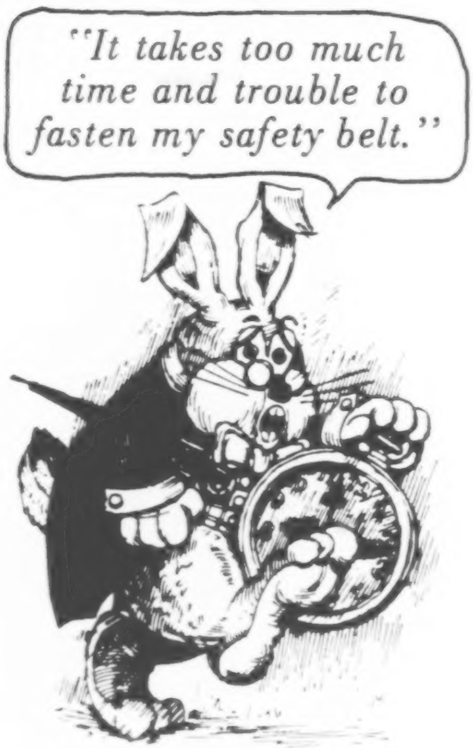
TA 17c


"If I wear a safety belt, I might be trapped in a burning or submerged car!"

Fiddlesticks! Less than one-half of 1 per cent of all injury-producing collisions involve fire or submersion. But if fire or submersion does occur, wearing a safety belt can save your life.

If you're involved in a crash without your safety belt, you might be stunned or knocked unconscious by striking the interior of the car. Then your chances of getting out of a burning or submerged car would be far less.

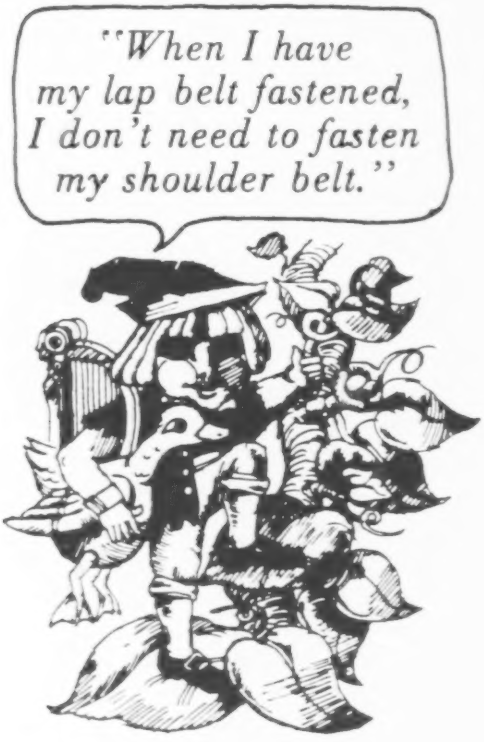
You're better off wearing a safety belt at all times in a car. With safety belts, you're more likely to be unhurt, alert and capable of escaping quickly.


"It takes too much time and trouble to fasten my safety belt."

Now there's a fairy tale that's an earful. In reality, fastening your safety belt may take some time and trouble — but not too much. It all depends on

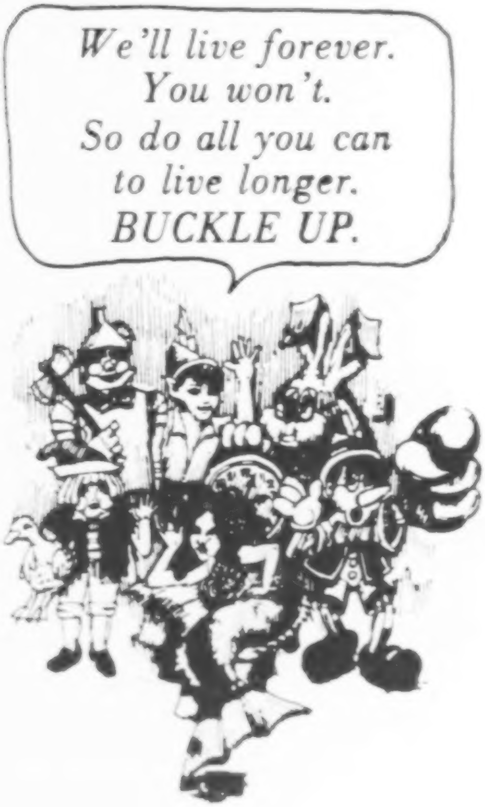
- how complex your belt is
- how well you know how to use your belt
- how difficult it is to find the belt ends

That much time and trouble you can live with — if you want to live.


"When I have my lap belt fastened, I don't need to fasten my shoulder belt."

Don't be left with egg on your face — or worse. It's true that a lap belt will protect you from serious injury. But a shoulder belt provides important additional protection. During a crash, a shoulder belt keeps your head and chest from striking the steering wheel, dashboard and windshield.

A lap *and* shoulder belt offers you the best possible protection in the event of a crash.


We'll live forever. You won't. So do all you can to live longer. BUCKLE UP.

TA 18

Role Plays for Coping with Health Problems

✶ A father who recently had a heart attack

✶ A teenager whose legs are permanently paralyzed

✶ A baby with the flu

✶ A mother with terminal cancer

✶ A five-year-old with Down's syndrome

Family Relationships Role Play

1. Enlist four volunteers to represent a family composed of a mother, father, son, and daughter.

2. Provide volunteers with six pieces of yarn approximately four feet long.

3. Have volunteers use the pieces of yarn, which represent family relationships, to join each family member to the others. For example, the father holds three pieces of yarn connecting him to the mother, the son, and the daughter. Have family members hold the pieces of yarn fairly taut.

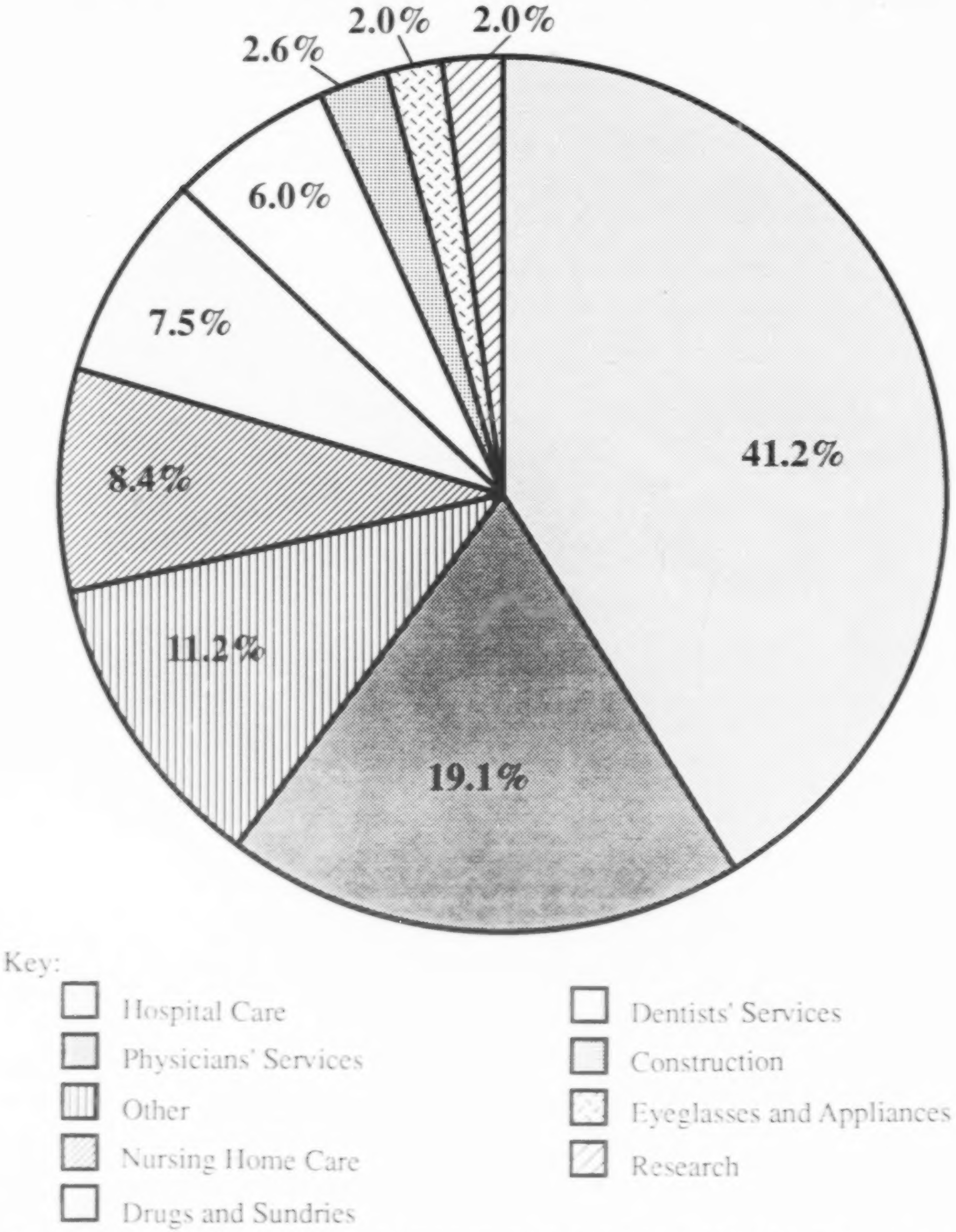
4. Direct the father to lie down on the floor to represent suffering a heart attack while other family members remain in their original positions.
   Have students note the effects on family relationships.

5. Give the mother another piece of yarn and have a class member behind her pull the yarn tightly to represent her work role. Give the son another piece of yarn and have a student behind him pull the yarn tightly to represent his student role.
   Have students note the effects on family relationships.

6. Have the family members move back to their original positions.

7. Have the terminally ill mother leave the family representing hospitalization or death.
   Have students note the effects on family relationships.
   Explain that each family member has roles within the family. Have students suggest roles they play in their own families (such as student, sister, son, employee, food preparer, and grocery shopper).

Health Care Expenses in the United States



Reprinted from Health Care Financing Administration, U.S. Department of Health and Human Services. (1982). Health Care Financing Review. Washington, D.C.: U.S. Government Printing Office.

Health Insurance Coverage

Insurance Policy	Coverage
Hospital Expense Insurance	• Covers portion of room and board in addition to the anesthetics, drugs, and the use of the operating room • Usually covers general nursing • Maximum coverage extends for periods of 60, 90, or 100 days
Surgical Expense Insurance	• Pays part or all of the surgeon's fee for a given operation • Covers certain amounts on various kinds of operations that are covered by varying insurance premiums • Is often combined with hospital expense insurance
General Medical Expense Insurance	• Pays part or all of the physician's services other than surgery • Covers a doctor's call at the hospital or home; patient's visit to physician's office; and usually covers diagnostic, x-ray film, and laboratory fees • Usually covers a maximum number of calls or visits
Major Medical Expense Insurance	• Pays for heavy medical and hospital bills • Starts paying where hospitalization and surgical plans stop paying • Designed to prevent wiping out personal savings • Usually contains a deductible provision
Loss of Income Insurance	• Helps replace lost income due to disability or a period of illness and usually covers basic costs of living • Usually written for the major wage earner

TA 22

Analyzing a Home Health Emergency

1. **Review the situation.**
    a. Is the emergency or injury minor or major?
    b. Does the emergency or injury require immediate medical attention?
    c. Can the situation be remedied with first aid at home?

2. **Check the patient.**
    a. Try to determine the extent of the injury.
    b. If the patient is conscious, ask the patient to describe any pain or injury that may not be visible.

3. **Make the patient comfortable.**
    a. If the patient is seriously hurt, try not to move him or her until medical assistance arrives.
    b. If needed, cover the patient to keep him or her warm.
    c. Try to keep the patient calm.

4. **Give the necessary first aid treatment.**
    a. Give first aid if the person does not require professional medical attention.
    b. Give first aid if the patient needs help before medical help arrives.

5. **Seek medical assistance.**
    a. If medical assistance is necessary, phone the ambulance, paramedics, or fire department.
    b. If medical assistance is not needed at the scene of the emergency, but the patient requires professional medical attention, take the patient to the hospital emergency room or to the nearest urgent care center.

Emergency Procedures

Call the ambulance if:

- the situation is life threatening
- the victim is unconscious
- there is a serious head, neck, or back injury
- broken bones are obvious
- there is severe bleeding
- the victim has serious difficulty breathing
- the victim is in shock
- the victim contracts a sudden serious illness and cannot easily be moved

Go to the emergency room if:

- you are unsure about the seriousness of the situation
- time is critical
- you are unable to reach your personal doctor

When in doubt of how serious an injury is, call a doctor or ambulance immediately! Be prepared to tell them the following:

- what has happened
- where the victim is
- what has been done

TA 24

Home Health Emergencies

Analyze each situation below and determine the best emergency action to take. Write the answers in the spaces provided.

1. A child swallows half a bottle of bleach.
2. A person's hand is burned by hot grease from a frying pan.
3. A two-year-old child falls into the backyard swimming pool and begins to drown.
4. A person has a heart attack.
5. A person chokes on a piece of meat while eating dinner.
6. A person becomes unconscious from a fall down the stairs.
7. A person slips on an icy sidewalk and breaks an arm.
8. A child is bitten by a neighbor's dog.
9. A teenager is sunbathing and has a sunstroke.
10. A person with epilepsy has a seizure while visiting a friend's home.
11. A person is chopping firewood alone and cuts a finger with the axe.
12. A child has a nosebleed.
13. A person faints.
14. A person is hit in the eye with a softball.
15. A person with wet feet reaches down to unplug the electric weeder and receives an electric shock.

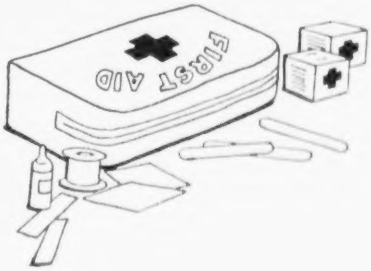
Home First Aid Supplies

When home emergencies occur, first aid supplies are often needed immediately. First aid supplies should be stored together out of the reach of children, secured in a cabinet or box, and should be easy to locate. First aid supplies kept in the home for minor ailments or emergencies should include most of the following:

- Antacid and sodium bicarbonate—for stomach acidity, heartburn, or indigestion
- Antidiarrheal remedy—for diarrhea
- Antiseptic cleanser (Hydrogen Peroxide)
- Antiseptic cream
- Aromatic spirits of ammonia—for quick revival for faintness
- Aspirin and acetaminophen—to relieve headaches and pain
- Bar of plain, unperfumed soap
- Calamine lotion—for poison ivy, prickly heat, itching, skin rashes, and insect bites
- Decongestant—for relief of cold symptoms
- Epsom salts—for foot baths and hot compresses
- Mineral oil—for minor burns and lubrication
- Petroleum jelly—for minor irritations and lubrication
- Rubbing alcohol—for an antiseptic
- Syrup of ipecac—to bring on vomiting if a child swallows poison

Other items for first aid and the sick room should include:

- Band-aids
- 1-inch and 2-inch roller bandages
- Bandage compresses
- Triangular bandage (30" x 40")
- Gauze pads, two inches square
- Adhesive tape
- Safety pins
- Scissors
- Elastic bandage, three inches wide
- Flashlight (with extra sealed batteries)
- Thermometer
- Ice bag
- Tongue Depressors (Can be used as temporary splints)
- Tourniquet (long piece of fabric)
- A first aid manual



Home first aid supplies will vary according to the needs of the family. Perhaps the most important item needed in the medicine cabinet is a list of phone numbers: doctor, hospital, emergency room, ambulance, police department, fire department, and poison control center.

Potential Home Emergencies

Home Safety Hazards	Potential Home Emergency	Prevention
Frayed electrical cord on lamp		
Poisonous houseplants		
Poisonous cleaning products		
Cigarette burning unattended		
Medicine within reach of small children		
Car left running in a closed garage		
Lawn mower left unattended while running		
Unattended grease being heated		
Bicycles or skates left on the front walk		
Toys scattered on the stairway		

Signs of Illness

- ✧ Bleeding
- ✧ Vomiting
- ✧ Rapid Pulse Rate
- ✧ Bowel Changes
- ✧ Breathlessness
- ✧ Convulsions
- ✧ Cough
- ✧ Diarrhea
- ✧ Muscle Spasms or Cramps
- ✧ Paralysis
- ✧ Rashes
- ✧ Running Ears and/or Nose
- ✧ Trembling
- ✧ Nonhealing Sores

How Communicable Diseases Spread

Disease	Method of Transfer
AIDS	Spread by sexual contact and by exposure to contaminated blood. Incubation period from time of infection to development of AIDS varies from a few months up to ten years. There is no known vaccine to prevent a person from getting AIDS, and there is no known cure for the disease.
Chicken Pox	Usually viewed as a childhood disease, but adults may have it. Spread by direct contact or airborne transfer. Symptoms appear two to three weeks following exposure.
Common Cold	Spreads easily by direct or indirect contact. Symptoms appear within 24 hours.
Gonorrhea	Spreads by direct sexual contact or transfer from mother to infant during birth process. One attack does not provide immunity. Symptoms appear in three to nine days.
Infectious Hepatitis	Spread by direct contact, blood transfusions, contaminated syringes and needles, and by contaminated water, food, and milk. Symptoms develop 10-40 days after contact.
Infectious Mononucleosis	Believed to be spread by nose and mouth discharges. Symptoms usually appear in four to 14 days.
Influenza	Spread by direct contact or through discharges from nose and mouth. Vaccines are effective when they closely match the prevailing strain of virus. Incubation period is usually between one and three days.
Measles, three-day or Rubella	Direct contact with infected persons and indirect contact with soiled articles from nose and mouth. Gamma globulin gives some protection. Hazardous during the first four months of pregnancy. Appears in 14 to 21 days.
Measles, Rubeola	Spread by direct contact, indirect contact with soiled articles from nose and mouth, and possibly through airborne transfer. One attack usually confers immunity. Symptoms appear in 10 to 14 days.
Mumps	Spread by direct contact and indirectly by articles soiled with saliva of infected persons. Symptoms develop in approximately 18 days.
Rheumatic Fever	How it spreads is unknown; attacks usually caused by strep infection such as strep throat. Symptoms appear in two to three weeks following strep infection.
Syphilis	Spread by direct sexual contact. An infected woman may transmit to unborn child. Incubation period from 10 days to 10 weeks, usually three weeks.
Tetanus	Usually enters body through an injury such as a cut or puncture. Symptoms appear in four days to three weeks.

TA 29

Health Monitoring Schedule for Adults

Age	Complete Physical Examination*
Men	
18 - 24	Once
25 - 39	Twice (About ages 30 and 35)
40 - 59	Four times (Once every five years)
60 and above	Once a year
Women	
18 - 20	Once
21 - 40	Once every three years (Following two negative pap tests a year apart)
41 - 50	Once every two years
50 and above	Once a year

* These recommendations are for essentially healthy people. A person with high risk factors or other problems should follow a doctor's suggested health schedule.

TA 30

Immunization Schedule for Children

Age	Immunization
2 months	1st Diphtheria-Tetanus-Pertussis (DTP) shot 1st Oral Polio vaccine
4 months	2nd DTP shot 2nd Oral Polio vaccine
6 months	3rd DTP shot 3rd Oral Polio vaccine
12 months	Tuberculin test
15 months	Measles-Mumps-Rubella (MMR) shot
18 months	DTP booster shot Polio booster dose MMR shot (if not already received)
18 - 24 months	Hib (HbPV) vaccine for meningitis
4 - 6 years (before starting school)	DTP booster shot Polio booster dose MMR (if not already received)
After 4 - 6 years	Tetanus-Diphtheria booster shot every 10 years

The normal body temperature is usually 98.6°F but varies from 97°F to 99°F.

Emotions, water intake, weather, food, and clothing can affect body temperature.

Measurement of body temperature can be made by mouth, rectum, axilla (underarm), or groin.

Patients with fever should be kept quiet and comfortable.

Early evening is the time when body temperature will be highest, and at 4:00 a.m. it will be lowest.

Rises in temperature can be gradual or sudden.

Accuracy in measuring body temperature can best be attained by using a rectal thermometer.

Thermometers are used to measure body temperature.

Use careful and sanitary procedures to clean thermometers.

Rapid drops in body temperature may cause shock.

Evaporation of perspiration can cool the body and cause temperature to drop.

Fevers can be low grade (100°F) or high grade (103°-105°F or above).

Always consider the close relationship of body temperature to respiration.

Common cause of temperature change is the body's defense against infection and poisons.

Treatment for a fever centers around treating the cause, not the fever.

Subnormal temperature is below 98.6°F.

Monitoring Pulse and Respiration

✓ Pulse

The pulse can be monitored in several places on the body such as the sides of the neck, the lower jawbone, the wrist, in front of the ear, and near the groin. To monitor the pulse at the wrist, do the following:

- Place your right forefinger between the tendons and wrist bone of the left arm so you can feel the pulse of the arteries.

- Count the pulse beats for 30 seconds (or until the second hand is opposite its starting position). Multiply the number of beats by two to get the number of beats per minute and record the pulse rate.

✓ Respiration

It is best to count the individual's respirations after monitoring the pulse rate. The individual should not be aware that you are watching his or her breathing because this knowledge may cause the individual to breathe unnaturally.

- Hold the individual's wrist as if you are monitoring the pulse.

- Begin counting the individual's respiration (one rise and one fall count as one respiration) by noting the position of the second hand on the watch when the chest rises as the individual breathes in. Continue counting as the chest rises for a full minute to get the number of respirations to record. You can also count the individual's respiration for 30 seconds. Multiply the number you counted by two to record the respirations per minute.

Adults normally breathe at a rate of from 16 to 20 times per minute. Elderly persons breathe more slowly (14-18) and children breathe more rapidly (20-30).

Do's and Don'ts for Medications

✓ DO

- Understand the doctor's orders clearly.
- Read the label on the container thoroughly.
- Give medication on time.
- Give medication in the proper dosage.
- Ask the doctor if a generic drug can be prescribed. Generic drugs are less expensive than brand name drugs.
- Be careful in mixing food and drugs. Ask a doctor or pharmacist for a list of foods and liquids that do not mix with the drug.
- Know the precautions to take with specific drugs, such as stay out of sun, take with liquid, take on empty stomach, avoid alcohol, and other precautions.

☠ DON'T

- Give medication to any person other than the person for whom it is prescribed.
- Give medication if you are not sure about the drug, the dosage, or how to give it.
- Mix medications without consulting the doctor or pharmacist. If more than one doctor is being used, each doctor should be made aware of all medications prescribed.
- Fail to report unexpected side effects to the doctor while taking medication.

General Diet Pretest

Answer the questions below in the spaces provided.

1. Name the five food groups.

2. Carbohydrates, fats, and proteins provide ____________________________.
3. Vitamins and minerals help to regulate ____________________________ processes.
4. Protein and minerals ________________ and ________________tissues.
5. What two functions does water assist with in the body?

6. ____________________ is a source of roughage found in whole grain foods.
7. Calcium builds strong bones and ________________.
8. A good source of calcium is ________________.
9. Two foods that are good sources of iron are ________________ and ________________.
10. Two foods that are classified as carbohydrates are ________________ and ________________.
11. Two foods that are rich in protein are ______________ and ______________.
12. Two foods that have high fat content are ______________ and ________________.
13. Are foods the only means of obtaining Vitamin D? If not, what are some other means?

14. Why is it important to eat a variety of foods?

Answers for Diet Pretest

1. meat group
   fruit and vegetable group
   milk and cheese group
   bread and cereal group
   fats and sweets group

2. energy

3. body

4. build, repair

5. carries nutrients to body cells, regulates body temperatures, eliminates body wastes

6. fiber

7. teeth

8. milk or cheese

9. raisins, meats, cod fish, or liver

10. potatoes, cereals, macaroni and spaghetti, bread and crackers, cornstarch, tapioca, corn, honey, or jams and jellies

11. almonds, peanuts, peanut butter, lean meat, poultry, eggs, milk, cheese, peas, or dry beans

12. meats such as bacon and salt pork, egg yolk, whole milk and cheese, cream, butter, shortening, olive oil, chocolate, avocados, coconuts, or nuts.

13. sunshine

14. To ensure that all needed vitamins and minerals are obtained in the diet. Eating routine diets of food could possibly exclude needed nutrients.

TA 36

Comparison of Special Diets

	REGULAR	SOFT	CALORIE-RESTRICTED	BLAND	FAT-RESTRICTED
BREAKFAST	cream of wheat fried eggs toast jelly orange juice milk coffee	cream of wheat with milk and sugar buttered toast orange juice milk	poached egg whole wheat toast with 1 tsp. margarine orange juice skim milk black coffee	cream of wheat with apricot purée buttered white toast orange juice milk	cream of wheat with 1 Tbsp. sugar and skim milk toast with 1 Tbsp. jelly orange juice coffee
LUNCH	baked ham glazed sweet potato buttered peas endive salad with French dressing buttered bread pineapple ice cream tea	creamed chicken with peas and noodles baked squash buttered bread custard apple juice tea	sliced chicken aspargus spears on lettuce with cottage cheese bread with 1 tsp. margarine cantaloupe tea	poached eggs on white toast creamed spinach pear juice skinless baked apple milk	uncreamed cottage cheese on fruit salad toast with 1 Tbsp. honey angel cake tomato juice skim milk tea
DINNER	vegetable soup poached egg buttered spinach sliced tomato salad rolls butter date bars milk	cream of tomato soup broiled beef patty mashed potatoes with butter green beans buttered bread stewed peaches milk	half grapefruit lean roast beef baked potato cooked carrots lettuce & tomato salad bread fresh strawberries skim milk	cream of tomato soup baked cod fish baked potato with butter tender green peas buttered bread canned peaches milk	baked chicken boiled potato baked squash with honey lettuce salad bread canned peaches skim milk

Anorexia Nervosa:
Compulsive Self-Starvation

☐ Anorexia nervosa occurs in 1/200 females, age 12-18.

☐ Few males are affected.

☐ Anorexia nervosa is an obsessive disorder; victims usually cannot stop without professional medical help.

☐ Untreated, anorexia nervosa can result in severe health disorders, even death.

☐ Anorexia nervosa resulted in 101 deaths in 1983.

☐ The victim has an intense fear of becoming obese, even when underweight.

☐ The victim has a distorted perception of body weight, size, or shape.

☐ Anorexia nervosa is characterized by a refusal to maintain body weight over the minimum for age and height.

☐ Anorexia nervosa may lead to abnormality or cessation of the menstrual cycle.

☐ Victims often have low self-esteem and feel others control their lives.

☐ Some victims are overactive; they exercise excessively.

☐ A preoccupation with food may lead to strange food-related patterns.

☐ The victim's starving body protects the brain and heart by slowing or stopping body processes. Menstruation ceases. Blood pressure and respiration slow. Thyroid function decreases, resulting in brittle hair and nails, dry skin, slowed pulse rate, cold intolerance, and constipation.

☐ Body temperature is lowered, and soft hair forms over the skin.

☐ Electrolyte imbalance may lead to irregular heart rhythm, heart failure, and decreased bone density.

Adapted from Farley, D. (1986, May). Eating disorders: When thinness becomes an obsession. FDA Consumer, 20(4), 20-23.

Bulimia:
Compulsive Bingeing and Purging

- ☐ Bulimia occurs in few males.
- ☐ Bulimia is an obsessive disorder; victims usually cannot stop without professional medical help.
- ☐ Untreated, bulimia can result in severe health disorders.
- ☐ Victims engage in recurring episodes of binge-eating during which the victims feel they cannot control their behavior.
- ☐ Victims use self-induced vomiting, laxatives, rigorous dieting, or fasting to counteract their binges.
- ☐ Bulimia usually begins between the ages of 17 and 25 in conjunction with a diet.
- ☐ Bulimia may continue many years before being diagnosed.
- ☐ Most bulimia victims maintain normal weight.
- ☐ The victim's menstrual cycle may become irregular.
- ☐ Most victims have low self-esteem and are often depressed even though they appear to be healthy and successful.
- ☐ The average binge lasts less than 1 1/4 hours and involves about 3400 calories.
- ☐ Most binges are secret.
- ☐ Victims may fast or exercise excessively along with the binges.
- ☐ Bulimia can upset body electrolytes causing fatigue, seizures, muscle cramps, irregular heartbeat, and decreased bone density which leads to osteoporosis.

Adapted from Farley, D. (1986, May). Eating disorders: When thinness becomes an obsession. FDA Consumer, 20(4), 20-23.

TA 39

Eating Disorder Role Plays

- Karen is a sixteen-year-old anorexic. When she is in gym class, she is noticeably very skinny, her nails and hair are brittle, and her skin is very dry. She sits down and begins a conversation with you.

- Kimberly is a thirteen-year-old neighbor who has been diagnosed with anorexia. She comes over to your house. In your conversation, she tells you how much she hates the medical and psychological counseling she is undergoing.

- Susan is a seventeen-year-old friend. She confides in you that she induces vomiting with syrup of ipecac after every meal. She says no one knows this, but she recommends that you try it to lose the five pounds you want to lose.

- Your friend, Maria, age sixteen, suffers from anorexia nervosa. She constantly tears down herself and her accomplishments in conversation.

TA 40

Investigating Sexually Transmitted Diseases (STDs)

☐ Disease:______________________________

☐ Cause:

☐ Symptoms:

☐ Prevention:

☐ Dangers of Untreated STD:

☐ Damage to Reproductive Capacity:

☐ How Detected:

☐ Treatment:

Pretest on Tobacco Use

T F 1. If one smokes low-tar, low-nicotine cigarettes, smoking is harmless.

T F 2. The minute a person stops smoking, the body goes to work to heal the damage smoking has done.

T F 3. Cigarette smoking is not addictive.

T F 4. Cigarette smoke does no harm to nonsmokers living with a smoker.

T F 5. Persons who smoke only a few cigarettes daily are damaging their health.

T F 6. Cigarette smoking is the main cause of lung cancer.

T F 7. Chewing tobacco is a safe alternative to smoking.

T F 8. Pregnant women who smoke risk harming their unborn babies.

T F 9. Smoking pipes and cigars is not associated with cancer.

T F 10. More teenage boys than teenage girls smoke.

Answers: 1. F 2. T 3. F 4. F 5. T 6. T 7. F 8. T 9. F 10. F

TA 42

Hazards of Tobacco Use

Form of Tobacco	Risk Involved in Use
Cigarettes	Increase premature death rate—two times higher for smokers
	Increase death rate from lung cancer—ten times higher for smokers
	Are the major cause of coronary heart disease
	Aggravate and speed development of atherosclerosis
	Cause emphysema
	Are injurous to unborn babies
Pipes and Cigars	Cause greater risk of lip cancer and cancer of the mouth
Chewing Tobacco and Snuff	Cause leukoplakia (soft mouth tissue becomes wrinkled, thickened, and white)
	Can cause oral cancer
	Cause tooth decay (especially with sweetened tobacco)
	Contribute to receding gums
	Discolor teeth
	Decrease ability to taste bitter, salty, and sweet foods
All forms of tobacco (Nicotine is in tobacco juice as well as in tobacco smoke.)	Affect nervous system
	Affect heart and circulatory system
	Increase risk of stroke and heart attack
	Are habit-forming

How Alcohol Affects the Body

① When alcohol enters the stomach, some goes directly to the bloodstream, but most goes to the small intestine.

② Most alcohol enters the bloodstream from the intestines.

③ Alcohol is carried rapidly through the body by the bloodstream.

④ Alcohol depresses the central nervous system.

⑤ Alcohol reduces nutrient absorption.

⑥ Alcohol is metabolized by the liver at the rate of one drink per hour. Based on common types of alcohol sold, one drink is defined as any one of the following:

one jigger (1 1/2 ozs.) of 80-proof distilled spirits
1 oz. of 110-proof distilled spirits
one 12-oz. glass of regular beer
one 5-oz. glass of French wine
one 4-oz. glass of American wine
3 ozs. of sherry

⑦ Alcohol may damage the liver, stomach, pancreas, and intestinal tract.

Alcohol-Related Problems

Various physical problems result from heavy use of alcohol including the following:

- diseases such as cirrhosis, hepatitis, liver disease, and cardiovascular disease
- loss of memory due to interference with transmission of nerve impulses
- depression of appetite for other foods; nutritional deficiencies
- gastrointestinal disorders such as irritating the linings of the stomach, esophagus, and intestines
- glandular disorders such as damage to glands that regulate moods and hormones

The psychological and emotional effects of heavy use of alcohol result in detrimental behaviors that may lead to the following:

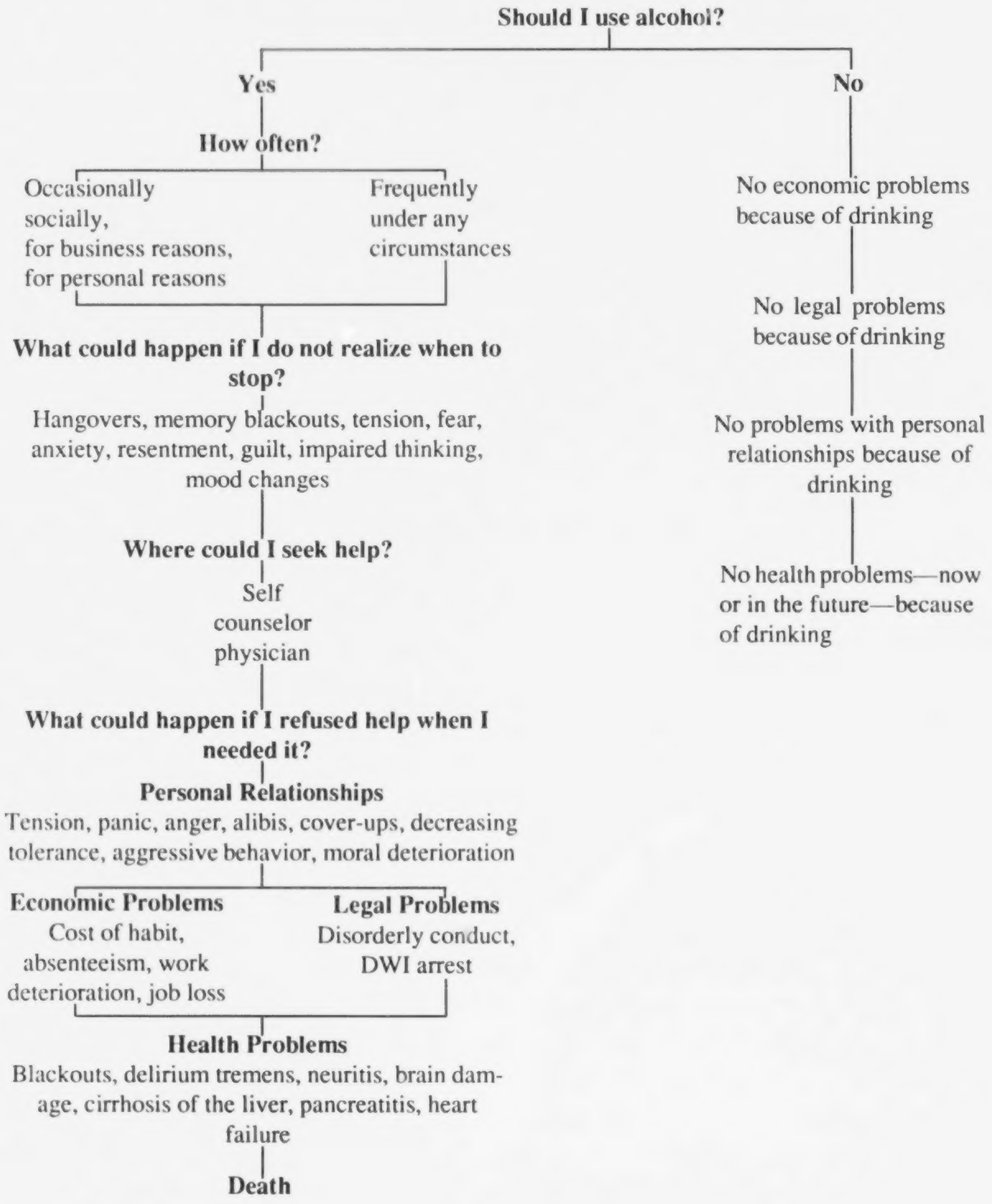
- violent crimes such as robberies, rapes, assaults, homicides, and suicides
- accidents such as automobile accidents, home accidents, recreational accidents, accidents involving heavy machinery, and various other accidents
- family violence

Am I a Candidate for Alcoholism?

Each of the following characteristics has been related to the disease of alcoholism. Review each characteristic. Check "yes" beside the characteristics that apply to you. Check "no" beside the ones that do not apply to you. This inventory is for your own use—not for sharing with others. If these characteristics describe you, review your decisions about alcohol carefully.

Yes	No	Characteristics
____	____	1. I have no control over my drinking.
____	____	2. One or both of my parents is an alcoholic.
____	____	3. I drink secretly.
____	____	4. I drink in the morning.
____	____	5. I've repeatedly tried to abstain from drinking.
____	____	6. I need a drink to relax.
____	____	7. I have had blackouts while drinking (spells where you function physically but later do not remember what happened).
____	____	8. I drink alone.
____	____	9. I pick persons for friends who will be able to supply me with alcohol.
____	____	10. I am oversensitive to criticism about drinking.

Making a Decision about Alcohol



Should I use alcohol?

Yes

How often?

Occasionally
socially,
for business reasons,
for personal reasons

Frequently
under any
circumstances

What could happen if I do not realize when to stop?

Hangovers, memory blackouts, tension, fear, anxiety, resentment, guilt, impaired thinking, mood changes

Where could I seek help?

Self
counselor
physician

What could happen if I refused help when I needed it?

Personal Relationships

Tension, panic, anger, alibis, cover-ups, decreasing tolerance, aggressive behavior, moral deterioration

Economic Problems

Cost of habit, absenteeism, work deterioration, job loss

Legal Problems

Disorderly conduct, DWI arrest

Health Problems

Blackouts, delirium tremens, neuritis, brain damage, cirrhosis of the liver, pancreatitis, heart failure

Death

No

No economic problems because of drinking

No legal problems because of drinking

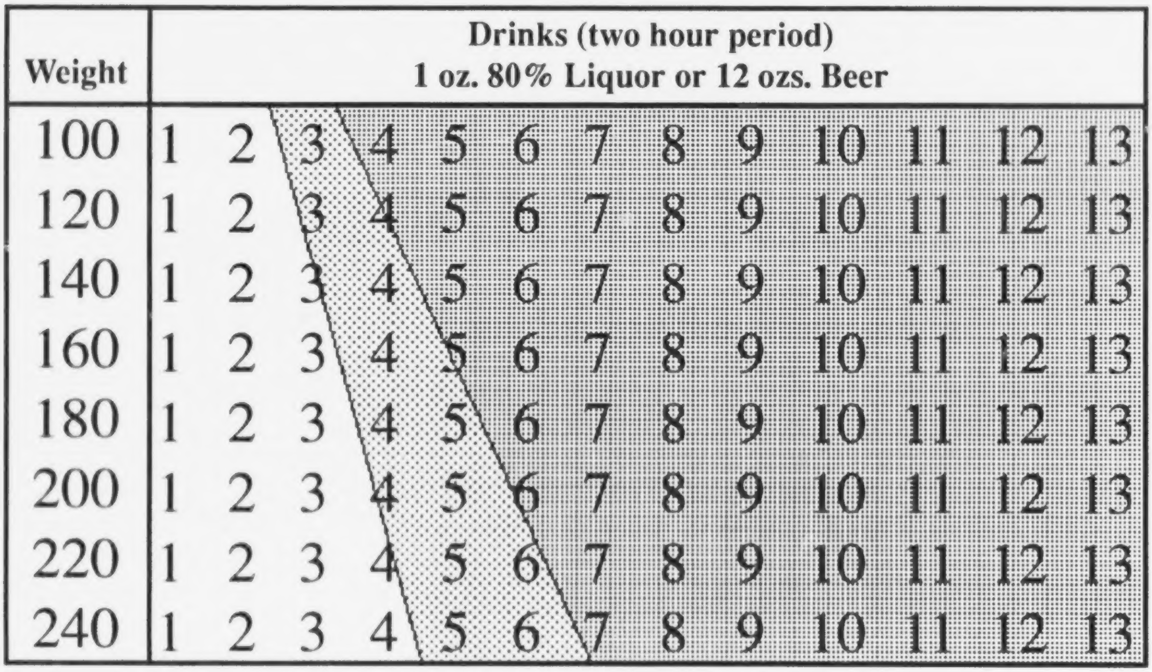
No problems with personal relationships because of drinking

No health problems—now or in the future—because of drinking

Reprinted from Ryder, V. (1990). Contemporary Living. South Holland, IL: Goodheart-Willcox Company, Inc. by permission of the publisher.

The Limit

Each year more than 28,000 Americans die in alcohol-related traffic accidents in the United States. Drunk drivers kill more people in the United States than are killed in all crimes of violence put together.



Weight	Drinks (two hour period) 1 oz. 80% Liquor or 12 ozs. Beer												
100	1	2	3	4	5	6	7	8	9	10	11	12	13
120	1	2	3	4	5	6	7	8	9	10	11	12	13
140	1	2	3	4	5	6	7	8	9	10	11	12	13
160	1	2	3	4	5	6	7	8	9	10	11	12	13
180	1	2	3	4	5	6	7	8	9	10	11	12	13
200	1	2	3	4	5	6	7	8	9	10	11	12	13
220	1	2	3	4	5	6	7	8	9	10	11	12	13
240	1	2	3	4	5	6	7	8	9	10	11	12	13

□	▒	▓
Caution BAC* to .05	Driving Impaired .05-.09	Legally Drunk .10 and Up

*Blood Alcohol Content

Reprinted from National Highway Traffic Safety Administration.

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Case Studies on Alcohol Use

- You are at a party with a friend who becomes drunk. You've refrained from drinking. What should you do?

- You have yielded to pressure and realize you are in no condition to drive, even though you've had only two drinks at a party. What should you do?

- You go to a party and realize after you get there that if you don't drink until you're intoxicated you'll be ridiculed. What should you do?

- At a party, some guests are organizing drinking games. One of your friends is really trying to get you to participate. What should you do to avoid drinking?

- You have a friend who can't remember the parties he has attended recently, and he has come to school several times with alcohol on his breath at 8:00 a.m. What should you do?

Parents Who Abuse Their Children

Studies show abusive parents usually:

- ✓ Have unrealistic expectations of the child's abilities
- ✓ Were abused themselves
- ✓ Were emotionally deprived during childhood
- ✓ Have low self-esteem
- ✓ Think the child should fulfill their needs
- ✓ Are very sensitive to rejection
- ✓ Have an unhappy marriage
- ✓ Have money problems
- ✓ Are isolated from others; have no one to help in stressful times
- ✓ Are immature and insecure

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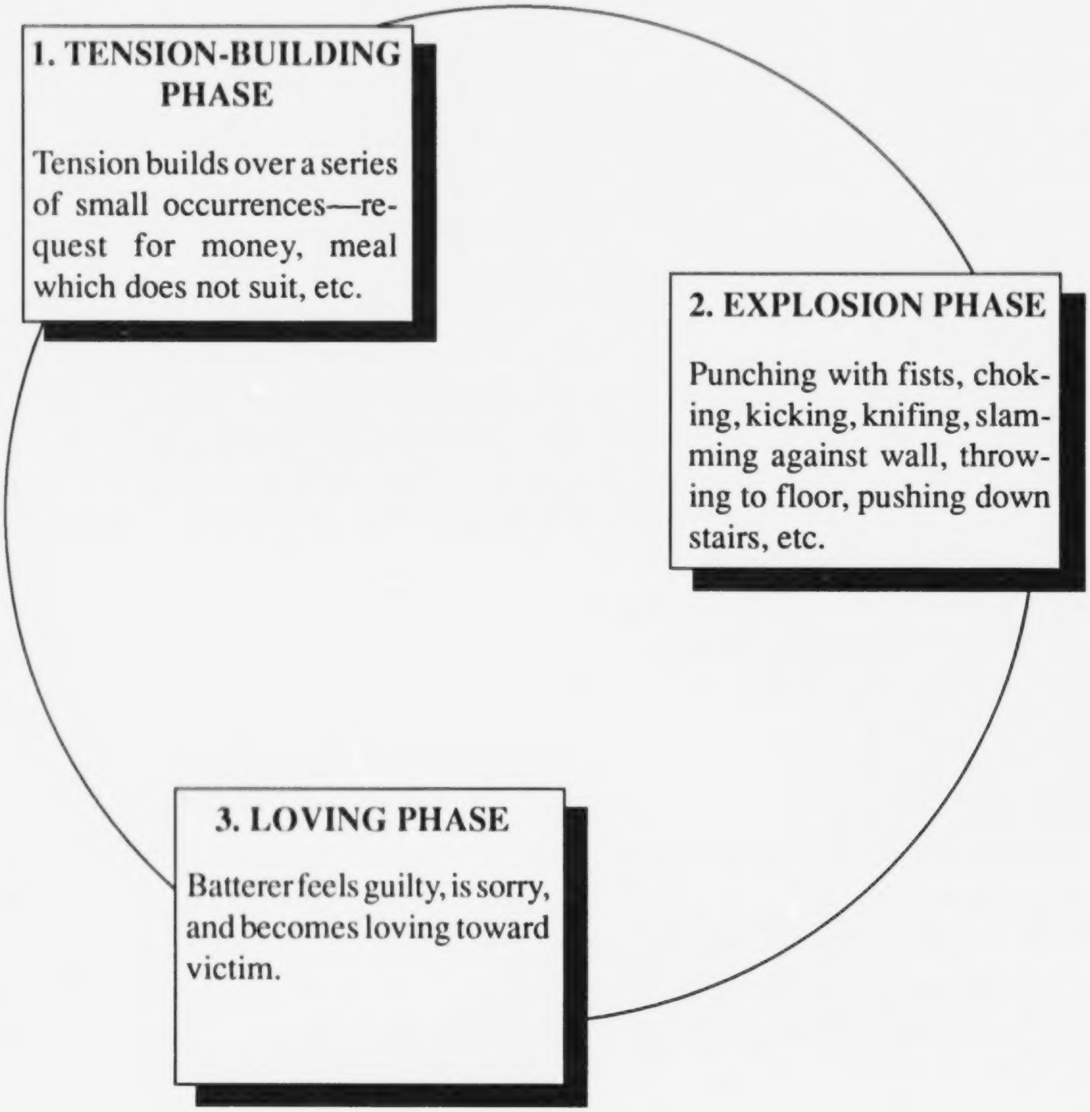
The Spouse Abuse Cycle



1. TENSION-BUILDING PHASE

Tension builds over a series of small occurrences—request for money, meal which does not suit, etc.

2. EXPLOSION PHASE

Punching with fists, choking, kicking, knifing, slamming against wall, throwing to floor, pushing down stairs, etc.

3. LOVING PHASE

Batterer feels guilty, is sorry, and becomes loving toward victim.

Pretest on Food and Population

Mark each statement "true" or "false."

______1. Millions of people are undernourished.

______2. The world now feeds more people than ever before.

______3. The rate of world population growth has peaked and is now declining.

______4. We are now adding more people to the world each year than ever before.

______5. The past few decades have seen spectacular advances in food production worldwide.

______6. Serious obstacles must be overcome before all people in the world can be guaranteed an adequate diet.

______7. The earth has already reached its biological limit in producing food.

______8. Every nation must be self-sufficient in producing food.

Answers: 1.T 2.T 3.T 4.T 5.T 6.T 7.F 8.F

Based on information in Murphy, E.M. (1985, Winter). Food and population: A global concern. Journal of Home Economics, 77(4), 24-30.

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Countries with Calorie Surpluses or Deficiencies

Calorie Surplus Countries					
	Per capita calorie supply (percent of requirements)	Life expectancy at birth (years)	Per capita GNP U.S. $	Total fertility rate*	Infant mortality rate**
Belgium	149	72	11,980	1.7	11.7
Luxembourg	149	72	13,900	1.6	11.0
Ireland	149	73	5,350	3.2	11.2
Bulgaria	145	72	4,413	2.0	19.5
Greece	145	73	4,540	2.3	17.9
Libya	144	57	8,560	7.3	99.0
Italy	144	73	6,830	1.6	14.1
East Germany	142	72	7,286	1.9	12.3
Czechoslovakia	140	70	5,610	2.1	16.8
United States	138	74	12,530	1.8	11.4

Calorie Deficient Countries					
	Per capita calorie supply (percent of requirements)	Life expectancy at birth (years)	Per capita GNP U.S. $	Total fertility rate*	Infant mortality rate**
Ethiopia	74	40	142	6.7	146.0
Afghanistan	75	40	NA	6.9	205.0
Chad	75	40	NA	5.9	147.0
Uganda	79	54	356	6.1	96.0
Zimbabwe	79	53	815	6.6	73.0
Mozambique	80	47	240	6.1	114.0
Democratic Kampuchea (Cambodia)	80	37	NA	4.7	201.0
Guinea	83	45	298	6.2	164.0
Haiti	83	52	297	5.5	113.0
Mali	84	43	185	6.7	153.0

*Estimate of average number of children per woman.

**Number of deaths to infants under one year of age per 1000 live births.

Adapted from Population Reference Bureau, Inc. (1983, April). 1983 World Population Data Sheet. Washington, D.C.: Population Reference Bureau, Inc.

Health Decisions: Who Wins and Loses?

Read each situation in the chart below. Write the word "win" or the word "lose" in both columns across from each situation to indicate who would win and who would lose if the corresponding situation existed.

Situations	I	They
❄ I refuse to be immunized for a communicable disease because the immunization is painful.		
❄ I refuse to use alcohol or other illegal drugs.		
❄ A community decides not to fund water sanitation because of the cost.		
❄ I decide to maintain good grooming habits.		
❄ A farmer uses pesticides on food crops.		
❄ I decide to ride home after a party with a driver who is intoxicated.		
❄ I decide to be immunized for a communicable disease such as measles.		
❄ My friend decides to smoke cigarettes.		

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Application for Employment

Print Name	Last	First	Middle	Social Security Number
Present Address	Street & Number	City	State, ZIP	Telephone Number
Place of Birth				Date of Birth

Education: Circle Highest Grade Completed

1 2 3 4 5 6 7 8 9 10 11 12

Give Name and Address of High School Attended

____

____

Name and Location of College, University, or Trade School	Dates Attended		Years Completed
	From	To	

List Previous Work Experience

Name of Firm or Organization	From Month	Year	To Month	Year	Hourly Wage Starting
Street Address					Final
City and State	Title:				
Name and Title of Immediate Supervisor	Job Duties:				
Reason for Leaving					

Name of Firm or Organization	From Month	Year	To Month	Year	Hourly Wage Starting
Street Address					Final
City and State	Title:				
Name and Title of Immediate Supervisor	Job Duties:				
Reason for Leaving					

Personal References Regarding Your Character and Ability

Full Name	Business or Home Address	Occupation

Managing Multiple Roles

Organize students into groups. Give half the groups situation one and the other half situation two. Half the groups assigned to each situation should role play a positive solution to the problem and the other half of the groups should role play a negative solution. Present the role plays in class beginning with the negative approach to each situation.

- ⇨ **Situation One:** Joan is twenty-eight, a wife and mother of two small preschool children. Because her husband has been unable to find work, she has been working double shifts as a nurses' aide. When she is home, her husband is constantly complaining about having to care for the home and children.

- ⇨ **Situation Two:** Jim, a seventeen-year-old high school senior, has a part-time orderly's job at the local hospital. He works from 6:00 p.m. to 10:00 p.m. daily. He is falling behind in his school work.

Cost of Living

Before accepting a job, it is essential to compare each locale's cost of living. What would be a generous starting salary in the Midwest may cover only the rent of a small apartment in a large East or West Coast metropolis. According to the following table, if you received job offers in Kansas City and New York City, you would not have to earn much in Kansas City to maintain a New York style of living. Use the following equation and table to compare the salaries of different locales.

EQUATION:	City #1 City #2	$\frac{\text{Index \#}}{\text{Index \#}}$	X	Starting Salary	=	Equivalent Salary
EXAMPLE:	New York Kansas City	$\frac{145.8}{97.1}$	X	\$24,000	=	\$36,037
	Kansas City New York	$\frac{97.1}{145.8}$	X	\$24,000	=	\$15,984

Intercity Cost of Living Index

Los Angeles	115.4
Denver	102.3
Washington, D.C.	133.2
Atlanta	110.8
New Orleans	97.5
Kansas City	97.1
Albuquerque	102.1
New York City	145.8
Oklahoma City	93.8
Dallas	104.4

Source: The college edition of the *National Business Employment Weekly*, "Managing Your Career." Spring 1988. Dow Jones and Company, Inc.